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A study of the relationship between television awareness training and cognitive growth.

Phillip E. Norris

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A STUDY OF THE RELATIONSHIP BETWEEN
TELEVISION AWARENESS TRAINING AND COGNITIVE GROWTH

A Dissertation Presented

By

Phillip Eric Norris

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

September 1979

School of Education

A STUDY OF THE RELATIONSHIP BETWEEN
TELEVISION AWARENESS TRAINING AND COGNITIVE GROWTH

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ABSTRACT

A STUDY OF THE RELATIONSHIP BETWEEN TELEVISION AWARENESS TRAINING AND COGNITIVE GROWTH

September 1979

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This study was designed to test the effectiveness of the Television Awareness Training Workshop as it relates to cognitive growth on the part of the participants who completed the workshop. Cognitive growth was defined as a statistically significant change between the pre- and post-test scores on the T-A-T Knowledge Inventory Scale utilizing the t-test and chi square (with Yates correction) measures of significance. The study population consisted of 100 subjects, 50 in the experimental group and 50 in the control group. This study also measured the variables of age, sex, parental status and education as they related to the pre-post test scores on the T-A-T Knowledge Inventory Scale.

The results of this study indicate that the Television Awareness Training Workshop is effective in transmitting knowledge to the T-A-T participant.

There was some evidence supporting a cognitive growth difference due to sex, education and parental status but none of this data was conclusive.

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C H A P T E R I

INTRODUCTION

The purpose of this study is to provide information on the viability of a new method of effecting change in the understanding of television by individuals. This method attempts to educate citizens in their own communities as to the effects and potentials of television. It relies on a grass roots organizational educational model that is best defined as an empirical-rational strategy of change.

The beginning of this decade has seen an unprecedented growth in the number of organizations concerned with the impact of television on our society. The major thrust of these organizations has been to try to effect change through institutional means via an interface between their own organization or institution and other institutions that have the potential to effect change. This has occurred on the level of direct interaction with the television industry itself or with those institutions that hold the power to effect change within the broadcasting industry (i.e., the courts, the Federal Communications Commissions, the Federal Trade Commission, etc.).

These organizations, however, have not defined as their purpose the education of the mass population as to the purpose, scope, and effects of television on the American society. They, instead, have tried to effect change from a small population base that corresponds to a narrow focus or, in some instances, have had a broad focus but still a small population that they represented.

The Television Awareness Training (T-A-T) model perceives change from a different perspective. This model emphasizes the need for mass education, as to individuals' perception of television and its effects. The projected outcome of the T-A-T program is the creation of a group of change agents nationwide that operate within their own communities to work for pro-social television programming.

The basic theory that underlies the T-A-T model is the empirical-rational strategy of change. The fundamental assumption that underlies this strategy is that human beings are rational and will follow their rational self-interest once it is revealed to them. Robert Chin defines the process of empirical-rational change as follows:

A change is proposed by some person or group which knows of a situation that is desirable, effective and in-line with the self-interest of the person, group, organization or community which will be

affected by change. Because the person (or group) is assumed to be rational and moved by self-interest, it is assumed that he (or they) will adopt the proposed change if it can be shown by the proposer that he (or they) will gain by the change (Chin, 1969).

One of the foundations of the empirical-rational strategy is the concept of basic research and the dissemination of knowledge through general education. When this is applied to the field of television and human behavior, one finds the basic research element intact and functioning quite well. The breakdown in the paradigm is in the dissemination component. Unfortunately, in today's culture, television is one of the vital conduits of public knowledge and the dissemination of information. Because the results of much of the basic research is antithetical to the desires of those that control television, the knowledge is rarely disseminated. This situation is also common in other information outlets that reach the mass public due to cross ownership of radio, television, newspapers, and magazines by communication conglomerates.

It is this blockage of the information channels that has prompted the creators of T-A-T to adopt the empirical-rational mode of change. Whether or not this theory of change is correct, in this case, will be predicated upon the effectiveness of the T-A-T educational program to transfer information and concepts to the mass public. It

is the focus of this study to determine if the T-A-T program does in fact transfer the information that its creators wish to transfer. If the T-A-T program is successful in reaching the mass public, it may be the first major step in dealing with what Herbert Shiller calls the no-choice informational bind. Shiller states that:

The fact of the matter is that, except for a rather small and highly selective segment of the population who know what they are looking for and can therefore take advantage of the massive communications flow, most Americans are basically, though unconsciousness-ly, trapped in what amounts to a no-choice information bind (Shiller, 1974).

In the pages that follow, this study will determine if the T-A-T model contributes to the cognitive growth of participants who have experienced the T-A-T training model. The remainder of the chapter will be devoted to a further discussion of the introductory rationale for the study. A statement of the problem with which the study is concerned will be made, followed by discussion of the purpose. The objectives and hypotheses of the study will be included in this section. Following that, emphasis will be directed to the significance and limitations of the study. A summary of the organization of the remainder of the dissertation will include this chapter.

Rationale for the Study

The rationale for the study has been derived from the experiences and writings of authors working in the areas of television and human behavior and television and social change. The research literature indicates the scope of the potential problem that exists with television in our society today. In George Comstock's major review of the key studies relating to television and human behavior, the vastness of the dysfunctional nature of television is portrayed. The majority of the studies carried out over the past twenty years indicate an overwhelmingly negative thrust (Comstock, 1974).

The persuasiveness of television in modern society is undeniable, and when this is linked to the scientific research of this era, the end result is quite disturbing. Perhaps the most disquieting element of all is the way major elements of the television industry have created and perpetuated myths about themselves and thus perpetuated an anti-intellectual climate in relation to research and the possibilities of a negative impact of the medium in the mass consciousness.

The basis for the discrediting of a great deal of the scientific research in the field of television and human behavior rests in the application of strict scientific principles of research that are applied to a subject area

that, by its very nature, eludes the precision of the inquiry. This, in turn, leaves much of the basic research in the field open to criticism from those within the industry which, in many cases, is translated into disbelief when presented to the general public. An example of this occurred when the Surgeon General's report on the effects of television was made public for the first time. On a front page headline, the New York Times and many other papers across the country indicated that the commission found no harmful effects of television on youth. In fact, just the opposite conclusion was reached by the panel (Comstock, 1972).

In discussing the scientific method as applied to television research, the Canadian communications scholar Dallas W. Smythe states:

My objection to their [researchers] predominant use of administrative research where the social context of the research is uncritically accepted by the researchers as given, where values are excluded in the assumptive context of the research. I consider quantification essential to social science, but that social science as such must be framed with the explicit recognition of its human (i.e. political) context (Smythe, 1971).

It is within a political context that communications research is interpreted to the mass public, that the

strict scientific method is used as a measure of truth and reliability. From a strict scientific perspective it has been impossible to find a causal link between televised violence and aggressive behavior or, in the same light, between cigarette smoking and cancer. But taking the data and interpreting it outside the context of strict scientific analysis, the conclusion of attributable guilt is inescapable.

Because of the lack of preciseness in the social sciences, it is necessary to take the findings of what they offer and present them to the public for their judgment as to the truth and validity of their answers. In discussing the research techniques of the social scientist, the distinguished American sociologist George A. Lundbert states: "If social scientists possessed an equally demonstrably relevant body of knowledge and technique of finding answers to questions /to what he says physical scientists have that knowledge would be above the reach of political upheaval" (Lundberg, 1947). Because social science does not command the body of cause-effect methodology that the physical sciences do, they are open to interpretation by those in control of the means of mass distribution of information. The end result is manipulation of the data or, in most cases, the ignoring of pertinent research whereby it is relegated to seldom read professional journals.

The purpose of this discourse is not to discredit the research that has been done in the field of television and human behavior but to view it in a wholistic way. Researchers and the general public must understand the difficulties in trying to sort out causal links in a field that pervades all the subjects of the applied research experiments. As Marilyn Jackson-Beech has pointed out in a recent article, the difficulty of studying the effects of television is compounded by the fact that today nearly everyone lives, to some extent, in the world of television (Jackson-Beech, 1971). In their discussion of methodological considerations in the research of effects of television on children, Murray and Kippax note that:

Precise specialization of the nature of television's influence is hampered by the difficulty of obtaining sufficiently large naturally occurring samples of children who do not view television but live in social contexts that are directly comparable to those of the television viewers (Murray and Kippax, 1978).

As Murdock points out in a recent book, any analysis of the contribution of the media to the socialization process should be concerned with the interaction of the media content and the social content (Murdock, 1973).

Experiments are well suited to the study of explosions, sudden and dramatic events with

predictably sudden effects. But experiments are inefficient for the study of slow cultivation, erosion, and corrosion. Bandura has shown us that experiments can isolate some effects of watching television, but we must suspect that some of the effects are slow and insidious rather than abrupt and dramatic (Siegel, 1975).

"Without the control groups of non-viewers, it is difficult to isolate television's impact. Experiments do not solve the problem, for they are not comparable to people's day-to-day viewing" (Gerbner and Gross, 1978). Experiments do, however, point the way and enlighten the research community and the public as a whole. With new techniques, such as the Cultural Indicators project and Cultivation Analysis, the ability to conceptualize the effects of television in a wholistic way are coming into being. In the final analysis, which is the analysis by the public as a whole, it is the responsibility of those that are interested in the effects of television to lay out the data and the built-in constraints of the research methodology.

The need for a grass roots delivery system whereby pertinent research can be delivered to the mass public is not only necessary but inevitable. The frustration of scholars, media change agents, and a portion of the public at large necessitates the evolution of a means

to disseminate acquired knowledge. It is important that the effectiveness of a training program of such significance be examined to evaluate the viability of transferring the desired information to its participants.

Statement of the Problem of this Study

Television Awareness Training was conceived as an answer to the information bind that the American consumer of television has been placed in. It is the hope of the creators that the T-A-T workshops will stimulate the participants to become more aware of the messages and effects of television as well as more involved in the process of improving the overall programming.

This study addresses itself to the measurement of the amount of cognitive growth that occurs as a result of exposure to the T-A-T workshops. It is pertinent to the purpose and goals of this program that the individual participants learn from the workshop process. It is also indicative of the participants' potential for effecting change within the television industry. Whether or not the developers of the program intended for them to learn will be determined by this research.

Purpose of the Study

This dissertation examines the effectiveness of the television awareness training model by measuring the amount

of cognitive growth that occurs as a result of the T-A-T experience. The T-A-T model is a strategy designed to effect change on a national level through a grass roots training program that attempts to educate citizens, in their own communities, as to the effects of television on their lives and society. The emphasis of the T-A-T workshops is to change the cognitive base of the individual viewer by providing current research information and a structure for critical analysis of television programming. T-A-T focuses on the role of the viewer in the process of upgrading what television brings into the home. The goal of T-A-T is to enable the participant to become more aware of how he/she uses television, what the teaching messages are and how he/she can make the changes in television that seem appropriate.

T-A-T approaches the study of television from the viewpoint of human values. The primary concern is that this pervasive medium, which consumes so many of the American public's waking hours, be a valuable positive experience. Emphasis is placed on the structure and effects of television and its potential as a pro-social force in the American society.

The Television Awareness Training model was developed by a group of religious organizations (the United Methodist Church, the American Lutheran Church, and the Church of the Brethren) and the Media Action Research Center.

The Media Action Research Center was established in 1974 with a grant from the United Methodist Church and lists its purposes as these:

1. To study the impact of television on viewers through scientific research.
2. To make available in understandable form information on what is known about television influence (through educational resources).
3. To help viewers develop strategies for more intentional, selective, questioning approaches to viewing through workshops and other events.
4. To help bring about positive changes in the television system.

The developers of the T-A-T see change coming about within the television industry as a result of more selective, aware, resourceful, and questioning viewers. It is their hope that T-A-T will develop cognitive skills that will promote selectivity, awareness, resourcefulness, and a questioning attitude. T-A-T is a curriculum to help persons become more aware of the messages of television, become more creative in the use of television, and work for a television system that better serves the needs of the public. T-A-T resource materials include nine films, a 304-page text/workbook, and a workshop design which includes eight two-hour sessions.

It is the purpose of this dissertation to determine if there is a significant cognitive growth that occurs because of the T-A-T experience.

Objectives and Hypotheses

The objective of this study is to establish whether there is a significant amount of learning related to specific information about television and its effects as a result of the T-A-T workshop. The concept of learning will be tested via the amount of cognitive growth measured in a pre-post T-A-T sample as well as a control pre-post sample. It is the contention of this thesis that cognitive growth is indicative of the success of the overall goals and objectives of the T-A-T program.

This study will examine several specific hypotheses and determine the viability of each. The specific hypotheses to be examined are the following:

1. There will be a significant difference between the mean score of the subjects who complete the Television Awareness Training workshops and that of the control group, which has not been exposed to the Television Awareness Training workshops, on the T-A-T Knowledge Inventory Scale.

2. There will be a significant difference between the pre-test mean score of the subjects who complete the

Television Awareness Training workshops and the mean of their post-test mean scores on the T-A-T Knowledge Inventory Scale.

3. There will not be a significant difference between the mean scores of male and of female subjects on the T-A-T Knowledge Inventory Scale.

4. There will not be a significant difference between the mean scores of those subjects with a college degree and of those subjects without a college degree on the T-A-T Knowledge Inventory Scale.

5. There will not be a significant difference between the mean scores of those under thirty-five years of age and of those over thirty-five years of age on the T-A-T Knowledge Inventory Scale.

6. There will not be a significant difference between the mean scores of those subjects who have children and of those who do not on the T-A-T Knowledge Inventory Scale.

Significance of the Study

The broadcast reform movement has spent most of its time, energy, and funds trying to effect change via an interface with those that regulate the broadcast industry. This redress by the Federal Communications Commission and the federal courts has produced very little substantive change in the programming that is provided by the commercial networks.

The broadcast reform movement has been using a power-coercive approach to change wherein strategies are based on the utilization of political and economic power. The focus of this approach has been to use political institutions to effect change. In discussing power-coercive strategies of change, Bennis, Benne, and Chin (1969) have stated:

. . . power-coercive strategies of changing seek to mass political and economic power behind the change goals which the strategists of change have decided are desirable. Those who oppose the goals, if they adopt the same strategy, seek to mass political and economic power in opposition.

The opposition, the broadcast industry, is one of the most powerful institutions, economically as well as politically, in American society. Thus, this approach seems doomed to failure.

The Television Awareness Training model represents a different strategy for change. The emphasis of the T-A-T model is on the individual viewer with change projected to occur from the evolution of critical consciousness in a significant portion of the viewing public. T-A-T is an educational model that can best be defined as an empirical-rational strategy of change. In this type of strategy, the chief adversary to change is ignorance. The underlying

assumption is that humans will follow their rational self-interests, and it is the purpose of the T-A-T model to provide a basis of making rational decisions about what one should expect from television.

This study is significant in that it will determine if knowledge of the effects of television is in fact transmitted to the participants of the T-A-T workshop and will determine if selected demographic variables affect the viability of the model.

If the knowledge base of the individual participant can be changed by the T-A-T experience, then the individual will be motivated by self-interest to effect change within his/her own sphere of influence. A nucleus of T-A-T participants could conceivably form the basis from which a ground swell for change might arise.

Limitations of the Study

1. Those subjects participating in the T-A-T workshops will be randomly selected to become members of the groups. Therefore, the results will be generalized to groups that are voluntary participants.

2. The sample for the experimental group will be relatively small due to the small number of training sessions that are available for utilization.

3. The group leaders for the Television Awareness Training workshops, who are responsible for the training, will vary somewhat in their approach and effectiveness.

4. The physical environments for both the experimental and control groups will vary.

5. This study will be limited to knowledge change that occurs immediately after completion of the Television Awareness Training workshops.

Organization of the Remainder of the Study

Chapter II: Review of the Literature

This chapter will review the literature of television and human behavior. The purpose of this review is to indicate the need for the Television Awareness Training model by focusing on the socially disfunctional nature of television programming.

Chapter III: Methods and Procedures

This chapter will include descriptions of the instruments which will be included in the appendices. Methods and procedures of data collection and analysis will be described here.

Chapter IV: The Survey

In Chapter IV, the data will be analyzed and the results reported.

Chapter V: Conclusions and Implications

This chapter will provide a summary of the study and its results; the outcomes will be discussed. Separate sections will be offered on the significance of the study and its limitations in relation to the data.

C H A P T E R I I

REVIEW OF THE LITERATURE

The review of the literature will focus on the socially dysfunctional nature of television programming. This review will present the highlights of the research in the field of television and human behavior over the past twenty-five years. It is the purpose of this review to synthesize the trends in the research that indicate the problematic nature of television programming and thus point to the need for the television awareness training program. The review will center on the impact of television programming on the individual and the social institutions of our society.

Television plays a very important role in the socialization process. It provides vast amounts of information to almost every individual in our society on a daily basis. It supplies information which most of society's members draw upon in their daily decision-making processes. A majority of television viewers said their favorite drama programs were realistic and instructive, particularly in regard to real life problems (Robinson, 1972).

Albert Bandura (1961, 1963, 1973), a behavioral psychologist, established that learning from televised

models does occur. Humans learn new responses through observation and imitation without external reinforcement and without extensive rehearsal or practice. This occurs when they are observing and imitating filmed or videotaped models, just as learning occurs with live models.

George Gerbner (1973), the dean of the Annenberg School of Communications at the University of Pennsylvania, perceives the information provided by television from a cultural perspective and has referred to television as "the hidden curriculum."

Never before have all classes and groups (as well as ages) shared so much of the same culture and the same perspectives while having so little to do with their creation. Representation in the world of television gives an idea, a cause, a group its sense of public identity, importance, and relevance. No movement can get going without some visibility in that world or long withstand television's power to discredit, insulate or undercut. Other media used selectively and by special interests or cultural elites cultivate partial or parochial outlooks. Television spreads the same images to all from penthouse to tenement. TV is the new (and only) culture of those who expose themselves to information only when it comes as "entertainment."

Entertainment is the most broadly effective educational lore in any culture (Gerbner, 1976).

Gerbner and his colleague Larry Gross, in a later article, continued their discussion of the impact of television by noting:

Television is the chief creator of synthetic cultural patterns (entertainment and information) for the most heterogeneous mass publics in history, including large groups that have never before shared in any common message systems. The repetitive pattern of television's mass produced messages and images forms the mainstream of the common symbolic environment that cultivates the most widely shared conceptions of reality. We live in terms of the stories we tell--stories about what things exist, stories about how things work, and stories about what to do--television tells them all through news, drama and advertising to almost everybody most of the time.

Television drama is the heart of the process because it offers the most diverse audience of viewers a common and stable pattern of "facts" about life and the world. No member of society escapes the lessons of almost universally enjoyed entertainment, and many millions of viewers seek little other information (Gerbner and Gross, 1978).

When one analyzes the impact of television from the perspective of time consumption, the data reveal the tremendous impact of television on society. In a recent study of time allocation from large samples of fifteen industrialized cities in the United States, Western Europe, and Latin America, the research indicates large quantities of time being allocated to television viewing (Robinson and Converse, 1972). In the United States, television has increased the time spent on mass media by 40 percent with three-fourths of the time spent on mass media being consumed by television. Over one-third of leisure time is devoted to the viewing of television by the average American (Comstock, 1978), with an average viewing time of over six hours per day (TAT, 1975). Television ranks third only behind work and sleep as the major consumer of the average American's time.

The incursion of television on time is a major social effect, and gives support to the arguments about its effects on the public's values and perceptions, particularly to the propositions that television has a homogenizing and, for certain segments of the public, an assimilative effect (Comstock, 1978).

It is especially important to note the effects of television consumption by children. The results of early major studies on the impact of television on children

suggest that the medium has changed their daily activities. They showed decreases in the time allocated to playing with friends, sleeping, homework, and involvement in other media, much of which involved reading (Murray and Kippax, 1978).

In a recent study (Brown, Crammond, and Wilde, 1974) where television was introduced to a Scottish community for the first time and was compared to a control group, the researchers found an average decrease of -4.25 activities per year for the town which had just received television. The study found that television displaced comics, radio, and books as a major source of gratification for a variety of personal/social needs.

Consumption patterns are only a part of the paradigm that defines the power of television in modern American society. Gerbner (1973) defines the power of television as "culture power," the ability of television to define the rules of the game of life that most members of a society will take for granted--rules that are assumed to be normal and inevitable.

In order to define the rules that are being taught by television, it is necessary to dissect the programming and identify the elements that exist within. One of the major elements of television programming is violence and its effects have been the subject of much scrutiny and debate for several years.

In 1967, about 80 percent of the network entertainment programs contained some violence. By 1976, television violence had reached the highest point since the measures were begun, with 89.1 percent of the programs containing some violence. There was an average of 9.5 violent episodes occurring per hour in 1976 (Gerbner, 1976).

In an analysis of the lessons or rules that are taught by televised violence, Baker and Ball (1969) identified ten inferred norms which include:

1. Unmarried young to middle-aged males are more violent than others.
2. Violence can be expected more from non-whites or non-Americans than from whites and Americans.
3. Be wary of situations where you encounter strangers at close range; violence is to be more expected from strangers than family, friends, or acquaintances; to avoid violence, avoid strangers.
4. When involved in violence, those most likely to be killed are middle-aged men and non-whites.
5. Law enforcement people are as violent as the most violent citizens.
6. Past and present may be saturated with violence, but the future will be even more violent.
7. Violence may lead to death, but the inflicting of physical injury does not cause discomfort or pain.

8. Witnesses to violence seldom intervene.
9. Users of violence need not be concerned about punishment.
10. Violence is used as much by "good guys" as by "bad guys" and by "winners" as often as by "losers"; violence is a legitimate and successful means to attain a goal; use of violence is consistent with being a "good guy."

In related research, it has been shown that heavy television viewers have a significantly higher sense of personal risk, of law enforcement, and of mistrust and suspicion than did light viewers in the same demographic groups, exposed to the same real risks of life (Gerbner, 1977). As Bogart (1969) has pointed out, the greatest effect of violence in the mass media may be the increase of diffuse public anxiety rather than the increase of individual acts of violence.

Televised violence has also been shown to desensitize the viewer to real-life violence (Cline, 1973; Drabman, 1974). It has been suggested that when real-life violence does occur, it may not be considered to be surprising or unusual and not warrent action. Real-life aggression may often seem to be trivial in comparison to the extreme violence of television drama. As Hyman (1973) points out, violence in television drama may fail to arouse and cultivate feelings of pity and concern for the human

condition and contribute to aggression because suffering is not shown. The viewer leaves the experience without any feeling of sympathy for the victim.

Between 1968 and 1972, the federal government commissioned two major studies that provide massive amounts of research data concerning the effects of televised violence. In 1969, the National Commission on the Causes and Prevention of Violence (1969) indicated that the research evidence supported the stance that television entertainment stimulates aggressive behavior. In 1972, the Surgeon General's Scientific Advisory Committee on Television and Social Behavior used the term "causal relationship" in evaluating the line between televised violence and subsequent aggressive behavior in children. The editor of the report, Eli A. Rubinstein (1974), stated: "We know there is a causal relation between televised violence and anti-social behavior which is sufficient to warrant immediate action."

Violence, however, is only one element of the process of enculturation that television programming performs. Television provides role models for the American public from which their lives are patterned. As Gerbner and Gross (1976) point out,

. . . television is the central cultural arm of American Society. It is an agency of the established order and as such, serves primarily to

extend and maintain rather than to alter, threaten or weaken conventional conceptions, beliefs and behaviors. Its chief cultural function is to spread and stabilize social patterns, to cultivate not change, but resistance to change. Television is a medium of the socialization of most people into standardized roles and behaviors.

✓. Television viewers are taught the rules of the societal game via stereotypical portrayals which classify groupings of individuals into standardized roles. The public is sectioned and graded according to sex, age, race, and social class.

Women have typically been exploited in the world of television. Severe limits have been placed on the roles and portrayals of women in this influential medium. In a study conducted by the National Organization for Women in the early nineteen seventies which focused on television commercials, the data reported by Hennessee and Nicholson (1972) yielded the following information:

- 37.5 percent of the ads show women as men's domestic adjuncts,
- 22.7 percent demeaned housework.
- 33.9 percent showed women as dependent on men.
- 24.3 percent showed women as submissive.
- 16.7 percent showed women as sex objects.

--17.1 percent showed women as unintelligent.

--42.6 percent showed women as household functionaires.

In a related study, Domenick and Rauch (1972) reported the following data in their analysis of women in television commercials:

--Women were seven times more likely to appear in ads for personal hygiene products than not to appear.

--75 percent of all ads using females were for products found in the kitchen or bathroom.

--38 percent of all the females in these television ads were shown inside the home, compared to 14 percent for males.

--Men were significantly more likely to be shown outdoors or in business settings than were women.

--Twice as many women were shown with children as men.

--71 percent of the women in the ads in the sample were judged to be between 20 and 35 years of age; for men, 43 percent were judged to be in this category.

--56 percent of the women in the ads were judged to be housewives.

--43 different occupations were coded for men, 18 for women.

--Of the 946 ads used in the sample, only 6 percent used a female voice in the voice overs, a male voice was heard on 87 percent.

In a discussion of these studies, Courtney and Whipple (1974) stated:

Comparative analysis thus verifies that men and women are presented differently in advertising and that each sex is still shown in traditional roles. . . . The studies provide evidence that women are not portrayed as autonomous, independent human beings, but are primarily sex-typed. . . . Women's roles continue to change and expand at a faster rate than the advertisers' responses during that time period.

In another study that centered on the semantic differential items that distinguish males from females in network programs for children, Busby (1974) found that when compared to males, females were:

- less ambitious
- more affectionate
- less competitive
- less adventuresome
- more of a romantic
- less knowledgeable
- less violent
- less independent
- less active
- less brave
- weaker

more submissive
more emotional
more fragile
less dominant
less logical
more dependent on others
more timid
less individualistic
more of a homebody
more of a follower
less patient
less bossy

In a related study of women in daytime and prime time television programming which studies the process of "advertising and ordering," Turow (1974) concluded that:

The world of evening dramas was an urban landscape peopled mostly (70 percent) by men, in which most of the directives (53 percent) revolved around "masculine" subjects. Men gave directives in 70 percent, women in 30 percent of the episodes. . . . In view of the domestic environment of the daytime dramas and the small percentage of advising and ordering episodes that deal with "masculine" subjects, it may seem surprising that men should control most of the action. Control they did, however, giving 56 percent of all advice and orders.

In another study of women in prime time programming, Nancy Tedesco (1974) found that women are generally limited to stereotypical roles and represent only 28 percent of the televised population. When rated on a fifteen point differential-type scale, televised women tend to be less powerful, rational, smart, and stable than their male counterparts. In dramatic television, women were found to be lacking independence, were younger, more likely to be married, less likely to be employed, and not usually found in adventure situations.

The focus on different dramatic functions and other dissimilarities based on sex alone make it difficult for men to view women as equals, for women to view themselves as equal to men, and for both sexes not to view the male role as necessarily the more active, powerful and independent role.

In another study that centered on the roles and status of women in family television programs, the researchers found that women were portrayed primarily in comic roles or as supportive wives and mothers. None of the married in the study worked outside their homes and none of the women, married or single, ever appeared to occupy positions of authority, either at home or on the job. Most women were portrayed as silly, over-emotional, and dependent on husband or boyfriends, with

their primary concerns being their appearance, their families, and their homes. In discussing their research, the authors state that:

This general image of women that is projected is one of traditional sexism. The young people to whom these shows are largely or primarily aimed are not likely to gain any insights into the new roles and perceptions that many women have of themselves or want for their daughters (Long and Simon, 1974).

The most important question to be asked and answered in relation to the stereotypical roles that are presented in television programming is what will be the effect of these portrayals on children? Are we conditioning a large percentage of our population to limit their potential? In a 1974 study of three- and six-year-old children, Beuf (1974) found that 65 percent of the heavy television viewers, compared to 50 percent of the moderate viewers, selected stereotypical careers for themselves. The children in the sample saw the world divided into male and female tasks and gave the male task higher ratings of importance.

In another research project which studied television and sex-role effects, Miller and Reeves (1975) stated that:

The findings support the assertion that television helps shape children's sex-role perceptions. Children do nominate television characters as people they want to be like when they grow up. There is ample evidence that children can learn through imitation, and it is reasonable to assume that they will imitate particular people whom they say they want to be like. Since children choose primarily characters of their own sex and those characters are highly stereotyped, television must be either directly or indirectly teaching or reinforcing the stereotypes.

Atkins and Miller (1975) found that the breakdown of a stereotypical role has benefits beyond the individual role.

Those who saw the female were also more likely to feel that women can be doctors. This suggests that there is some transfer of learning from one high status profession to another, seeing a woman in the unusual judicial role apparently makes the prospect of a female doctor more tenable. . . . Thus, exposure to one non-stereotypic depiction apparently has some effect on conceptions of occupations not viewed.

Judith Lemon (1977) investigated inter-sex and inter-race dominance patterns. This project focused on two-person

interactions between men and women, blacks and whites, to determine if one person dominated or if the two parties interacted as equals. The race and sex of each participant was noted and he or she was classified as the dominator, the dominated or as an equal. The results of the study showed that men were more frequent participants in interactions and were dominant much more often than women. Men dominated less frequently, however, in situation comedies as compared to crime dramas.

In inter-race interactions, blacks were more dominant, more equal, and less frequently dominated in situation comedies than in crime dramas. In crime dramas, whites dominated blacks in 41 percent of the inter-race interactions as compared to 18 percent dominance for blacks over whites.

In sum, the situation comedies which deal with family situations, interpersonal problems, and casual plot lines tend to lend themselves to egalitarian interactions and offer more favorable portrayals of women and blacks than the crime dramas which are dominated by white males and usually restrict women to roles peripheral to an action-oriented plot line. It is important to note that blacks had stronger portrayals than whites in situation comedies, while whites out-dominated blacks in crime dramas. Women were

out-dominated by men in both program genres, although to a lesser extent in situation comedies than in crime dramas (Lemon, 1977).

Medelson and Young (1972) in their analysis of black and minority treatment on network television children's programs found that blacks were rarely portrayed in work situations. In a similar study, blacks were found to appear in only eight of twenty-seven children's programs that were monitored (Ormiston and Williams, 1973). In prime time television, Gerbner (1972) found that non-whites represented 10 percent of the killers while comprising 35 percent of the victims. "While non-whites killed, they died for it, while the white group was more than twice as likely to get away with it or kill in a 'good cause' to begin with."

Historically, minorities and foreigners have been portrayed in television programming as law breakers and, as Gerbner (1969) points out, "Foreigners and those not identifiable as Americans, as a group, were increasingly more likely to become involved in violence and pay a higher price for it."

Seggar and Wheeler (1973) found that minorities were more likely than American whites to be portrayed in fields of personal service and were likely to suffer from stereotyped portrayals usually of less than three minutes in

length. In another analysis of television programming, Clark (1969) found that all black major characters had some connection with the maintenance of law and order.

Until the late 1960's, blacks were virtually excluded from the world of television. The racial barrier was broken in 1968 when Diahann Carroll starred in an NBC program entitled "Julia." It was the first time a situation comedy had been built around a black person since the oppressive Amos 'n Andy series of the 1950's. However, discussing "Julia," Marilyn Fife (1974) argues that the program had little redeeming social value.

Giving the entire series the benefit of the doubt, there was nothing malicious about "Julia." It was simply another bit of fluffy TV viewing, more in the tradition of Doris Day than Ralph Bunche. Unfortunately, it made its debut at a time when civil disturbance was running high in black communities, and it was not the kind of thing that appeased militant minds. It was not what blacks visualized when the Kerner Commission called for more positive black images in the media. "Julia's" main findings were based on what it omitted, and its basic approach to the presentation of black family life in the U.S.A. Though it had some gentle "kidding" jokes between Julia and her white associates, it didn't recognize the facts of black-white communications problems;

everyone in the show operated on a fairly one-dimensional basis that excluded black identity.

In the ten years that have passed since the debut of "Julia," the portrayal of blacks in situation comedies has not changed appreciably. The middle 1970's have brought a rash of ethnic situation comedies to the television screen in which the humor of the situations is often based on stereotypes associated with the character's ethnicity. The style of the typical ethnic situation comedy is still for an ethnic person to portray white middle-class values and concepts. In discussing the program "On the Rocks," whose plot revolves around a prison, John F. O'Connor (1975) writes in the New York Times:

There is a certain atrocity with roots deeply embedded in television. The trick is to reduce something that might be powerfully disturbing to a level of silly meaninglessness. . . . What is even more unsettling . . . the script stresses that this particular "minimum security" prison, nestled in mid-America, is "not such a bad slammer." As inmates cavort "to beat the system" overseen by cream puff guards, the general atmosphere is threatening to neither prison population nor viewing audience.

Stereotyping along class lines is also a common phenomenon in television programming. Approximately 60

percent of the United States population can be considered to belong to the working class (Levinson, 1974); yet the world of television projects a completely different image. In the few incidents where working class people are portrayed in commercial television, their image is usually very negative and stereotypical or totally unrealistic. The classic example of this concept is that of Archie Bunker who appears in the series "All in the Family." The character is presented as the working class prototype whose attitudes and values are purported to be representative of the class he portrays. In a recent book, Andrew Levinson (1974) debunks this type of portrayal of working class values. His research indicates very little difference between the beliefs of the working class and that of the middle class.

Overall, the great American dream machine grinds on, projecting images of a middle-class world in which the blue collar worker is largely irrelevant. The male worker sees very few positive images of himself and few reflections of his life-style and problems. The female worker sees working women who ought to share her status, but who appear to live well beyond their means. Both male and female workers see a world very different from their own--a world in which people have respect and autonomy on the job and

a good salary; a world in which people live in finely furnished homes and wear expensive clothes. When workers do encounter a blue collar character, he is Archie Bunker--the bigoted hard-hat who reinforces workers' most negative image of themselves (Berk, 1977).

In a study by the United States Commission on Civil Rights (1977), it was found that 57 percent of the televised white females and 53.4 percent of the televised nonwhite females could not be identified in an occupational role. For the males in this category, 69 percent of the white and 60 percent of the nonwhite could be identified in an occupational role. Their data also indicate that men were portrayed in law enforcement roles approximately eight times as often as females, whereas women are eight times as likely to be portrayed in clerical roles compared to men. The females who could be identified occupationally in this study were most frequently portrayed in business, health, and education, three fields in which women have traditionally held secretarial, nursing, and teaching positions.

In a study of children's occupational knowledge, De Fleur and De Fleur (1967) found a "homogenization effect" attributable to stereotyped portrayals of occupational roles on television. It was found that personal

contract occupations were best understood by all the children in the sample, followed by television contact roles and then by general cultural roles. The authors suggest that television provides children with superficial and misleading information about the labor force of society. It is further suggested that this may lead to difficult personal and social problems as the children mature and enter the "real" world.

The acculturation effect of television is most important in the lives of children who are receiving and internalizing new information and values that are constantly provided by television. As Harroran (1967) has pointed out, television affects children's socialization by teaching about norms, the status of various social roles and the way society functions by presenting information and models of behavior beyond children's immediate experience. Television is teaching a homogeneous set of rules to a vast national audience of receptive children.

In a study of children's perceptions of their favorite television characters as behavioral models, Meyer (1973) found that favorite characters were perceived as behaving like the child's description of their own behavior; and, in a way, that was consistent with their value judgments and perceptions of a best friend's behavior; and less consistent with their perception of their parents' judgments

of appropriate behavior. In a study of children's role expectations, Alberta Siegel (1968) found that children tend to generalize from the content of television programs to their social relationships and perceptions of the world.

In reviewing the effects of television on the child, Hinimelweit, Oppenheim, and Vince (1958) concluded that television is most likely to have an effect when the same values are presented in emotion-provoking drama; when values are relevant to needs and interests; when programs are viewed uncritically; and when alternative sets of values have not been supplied by friends or parents. In similar findings, Chaffee, McLeod, and Atkin (1971) found that media-use patterns of the parent and child are related to the values emphasized within families.

Because of the perpetuation of the concept that television is basically an instrument of entertainment, parents have been negligent in their responsibility to control television viewing in their homes. In fact, most children are free to choose whatever programs they wish to view (Streicher and Bonney, 1974). The parent cannot expect the television industry to provide programming that will be in the best interests of society or their children, for their prime focus is on attracting and holding large audiences which is the key to selling time to advertisers and to profits.

In a study of the role of the producer in choosing children's television content, it was found that producers had an indifferent attitude toward possible harmful effects of the programs they produced.

While the shows are in production, producers rarely consider the effects they may have on children; most believe that those considerations are the network's responsibility, or the parents, but not theirs (Cantor, 1972).

In a study to ascertain parents' perception of the effects of television, mothers expressed ambiguous attitudes toward television. They believed that parents should guide their children's viewing but imposed few restrictions themselves. Those parents interviewed believed television both good and bad, but, on the whole, felt it was harmless except possibly for violent programs (Hess, 1962).

That individuals in our society do not understand the importance of television in their children's lives or in their own lives speaks for the power of the medium to define the agenda for public discourse and the failure of the educational system. The research literature has indicated a need for changes within the television industry from its inception.

The primary goal of the television awareness training program, as well as many other organization participants

in the broadcast reform movement, is the reform of television program content whereby it will serve as a prosocial function in our society. As Branscomb and Savage (1978) point out:

Genuine reform of program content is a very complicated process in our pluralistic society. It entails not only the ability to curtail outrageously discriminatory practices through the regulatory process but also the ability to muster a broad-based public constituency that is willing to actively express its concern.

The T-A-T is based on the most frequently employed strategy for inducing change in a culture, the empirical-rational strategy. The fundamental assumption which underlies this strategy is that human beings are rational and will follow their rational self-interest once it is revealed to them.

A change is proposed by some person or group which knows of a situation that is desirable, effective, and in line with the self-interest of the person, group, organization, or community which will be affected by the change. Because the person (or group) is assumed to be rational and moved by self-interest, it is assumed that he (or they) will adopt the proposed change if it can be shown by the

proposer(s) that he (or they) will gain by the change (Chin, 1969).

One of the basic foundations of the empirical-rational strategy is the concept of basic research and the dissemination of knowledge through general education. When this is applied to the field of television and human behavior, one finds the basic research element intact and functioning quite well. The breakdown in the paradigm is in the dissemination component. Unfortunately, in today's culture, television is one of the vital conduits of public knowledge and the dissemination of information. Because much of the basic research is antithetical to the desires of those that control television, the knowledge is rarely disseminated through the most influential medium in our society. That is not to say, however, that there are not other methods (perhaps less efficient) for accomplishing the task. It can be argued that even without the aid of television, the link between researchers and the general public can be made. This is one of the prime goals of the television awareness training program.

Every approach to change of the broadcast media must, however, be suspect as to the effectiveness of the change effort. Millions of people, in fact, the majority of the people in this country are avid watchers of the current television programming. On a typical evening between 8

and 9 pm, the audience is 98 million persons, about half the population of the country. By watching, the American public supports and gives its tacit approval to the current broadcast programming (Comstock, 1978).

The concept of rational self-interest may or may not be valid with the general population. The sophisticated pro-social programs broadcast over the Public Television System still get very low ratings compared to commercial television fare (Nielsen Television Index, 1976). The programs that are high in violent content and ethnic and racial slurs are some of the most popular programs on commercial television. The overwhelming popularity of "SWAT" and "All in the Family" is a prime example of this phenomenon (Nielsen Television Index, 1976).

The question to be asked is, if the population can be shown that the current programming is detrimental to our social health, will they change their viewing habits and thus change the programming of commercial television? To find the answer to this question, the public must be informed as to the social and psychological costs of the current system and be provided with programming options which they can switch to.

The blame for the current commercial television programming must be shared between those that produce it and those that consume it. The two are dependent upon one

another to exist. If the public did not want the current programming, it would not exist. An analogy can be made between cigarette smoking and television programming. There is a responsibility in both instances to denote the effects to the members of the society.

C H A P T E R I I I

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter presents detailed descriptions of the design, methods and procedures used in the study. The first section of the chapter is devoted to the Television Awareness Training Program including an introduction, the structure, and the rationale of the program. A description of the study samples and their selection follows. Additional sections describe the instruments used in the study, the procedures used to analyze the data, and procedures used to establish validity and reliability of the instrument.

Program Description

Introduction to the Television Awareness Training Program

The T-A-T program was created to respond to a need that exists in our society, that of educating citizens as to the effects and potentials of television programming. It has previously been documented in this thesis that there are many television content areas that social science research indicates are socially pathological to our society. T-A-T is designed to attempt to promulgate a grass roots force

within our society to attempt to cope with these deficiencies in the broadcasting system.

The T-A-T program is divided into eight content areas that are assumed by its creators to be the most important subjects in need of public enlightenment. The overall T-A-T workshop plan is designed to heighten awareness of a T-A-T participant by presenting new information, utilizing group processes and exercises, television program examples and excerpts, group discussion, and specific reading materials. The emphasis of this program is on the creation of a structure that will enable the participants to learn and discover for themselves the nature and effect of television programming. The creators of the T-A-T experience have envisioned a two-fold behavioral effect associated with participation in the T-A-T workshop. The first is a more systematic utilization of television by the participant and his/her immediate family, and secondly, active participation by a part of the group to bring about changes within the broadcasting industry.

Each of the eight content areas in the T-A-T workshop has a group of purposes that combine to define the overall purpose of the T-A-T program:

Content Area I - Television: An Overview. The purpose of this section is to communicate the following concepts:

A. Television is more pervasive than any other communications system in history.

B. Television is a commercial system designed to attract large audiences to which products and services can be sold.

C. Television affects a person's values, attitudes, and behavior.

Content Area II - Television and Violence. Concepts to be communicated:

A. Violence is pervasive on television.

B. Violence is used as an appropriate way to solve problems.

C. Even police and good guys use violent means to solve problems.

D. The individualistic character of TV violence teaches that violence is personal and not systemic.

E. The creation of fear for personal safety sets the stage for the necessity of strong police and strong military powers--television may perpetuate a willingness to accept coercive power.

F. Continuing exposure to massive doses of television violence may lead to a desensitizing process which allows each of us as individuals and as a society to accept violence as normal rather than abnormal.

Content Area III - Television and Stereotyping.

Concepts to be communicated:

- A. Television is a selective medium that deals in images.
- B. If TV is a person's primary exposure to the world, he/she receives limited, distorted images.
- C. There is a difference between the occurrences in the real world and the world of television.

Content Area IV - Television Advertising and Values.

Concepts to be communicated:

- A. The product that networks and individual stations sell is the audience.
- B. Advertisers are major controllers of the content of television programming.
- C. Commercials reflect values.
- D. There are common advertising techniques that can be identified and understood.
- E. There are reasons for commercials being the way they are.

Content Area V - Television and Children. Concepts to be communicated:

- A. Children devote large amounts of time to television viewing.
- B. Children watch various types of television programming.

C. Television has many specific effects on children.

D. Children are viewed in certain ways from a broadcast industry point of view.

E. Television affects children's attitudes, values, and behavior.

Content Area VI - Television and Human Sexuality.

Concepts to be communicated:

A. All relationships--including those presented on television programs and commercials--communicate attitudes about sexuality.

B. Television often portrays sexual relationships as superficial, stereotypes, violent, and manipulative.

C.. Television uses sexual images to sell products.

D. Television ignores or treats lightly, through innuendo or humor, broad ranges of the human sexual experience.

E. Television's difficulties with sexual portrayals reflect and perpetuate discomfort with sexual expression and disagreement about sexual values for individuals as well as social groups.

Content Area VII - Television News and Values.

Concepts to be communicated:

A. News is a "selection" process for both the broadcaster and the viewer.

B. There are economic determinants in the news business.

C. Guidelines can be developed to help the consumer define what constitutes good television news service.

D. There are different ways of reporting the news.

Content Area VIII - Decisions and Strategies for Change.
Concepts to be communicated:

A. There are methods to cope with television programming in one's home, community, and nation.

B. Each citizen has legal rights and obligations concerning what is broadcast over television stations.

C. There are entry points for citizen action at the advertiser, network, and local station levels.

D. Every television station has legal obligations to citizen viewers.

E. Citizens have a right of access to every television station's public file.

F. There are resources and citizen action models that exist for trying to change the broadcast industry.

G. There are step-by-step methods for monitoring television station programming.

Data Collection

Experimental Group

Television Awareness Training is organized nationally to provide for the systematic training of accredited instructors who may later direct training groups in their own communities. These leaders follow a highly structured

teaching format and use standardized materials that assure the quality of the experience nationwide. Once accredited, these instructors are free to hold T-A-T training sessions whenever they desire and are required only to follow the T-A-T format and use the T-A-T materials.

Because T-A-T is in its developmental stages, many of the accredited instructors are not, at this time, developing T-A-T workshops for their communities. Those T-A-T workshops that are occurring tend to be small and many are being spread over several weeks rather than being offered as the intensive 3-4 day workshops that most accredited leaders are exposed to.

One hundred and fifty T-A-T accredited leaders were contacted by mail in the Fall of 1977 to ascertain when they would be holding complete (all eight sections) T-A-T workshops in the next year. Twenty-four accredited T-A-T leaders responded to the questionnaire. Of this group, six were judged to fit the criteria for the research, and they were each contacted by telephone and by mail. Each T-A-T accredited leader was asked to administer a pre-test prior to the beginning of instruction on the first day of the T-A-T workshop and a post-test at the end of the T-A-T workshop. Each T-A-T participant was instructed to give an identifying number on the pre- and post-test and to answer each question.

Fifty-three completed pre-post questionnaires were returned to the researcher, of which 50 were selected by a random selection process. These fifty participants comprise the experimental group for this research project. The experimental group consists of 13 females under the age of thirty-five, 16 females thirty-five years of age or older, 13 males under the age of thirty-five and 8 males thirty-five years of age or older. Fifty percent of the group have children and eighty-four percent have a college degree.

Control Group

The population of this group was selected from groups of individuals attending conferences at the University of South Alabama Brookley Conference Center in Mobile, Alabama. These individuals were given the pre-test prior to the beginning of the conferences they were attending and were told they were to be the population of a control group for an experiment being conducted. They were instructed to give an identifying number on the cover of the questionnaire and to answer all questions. The post-test was given at the end of their conference (only three-day conferences were selected for this control group), and the participants were given the same instructions again prior to filling out the post-test. Over 100 pre-post questionnaires were collected and these were sorted into the following categories: (1) males under thirty-five years of age, (2) females under

thirty-five years of age, (3) males thirty-five years of age or older, and (4) females thirty-five years of age or older. Questionnaires were selected from these groups randomly until each category matched the experimental groups having the same characteristics.

Instrumentation

Survey Instruments

The T-A-T Knowledge Inventory Scale (prepared by the writer for this study) is a paper and pencil instrument which can be given to groups or individuals. It consists of 46 questions that are derived from the material covered in the T-A-T workshop. Also included in the instrument is a section for reporting demographic information on the age, sex, parental status, and college degree status of the individual.

The same survey instruments were used for both the control and the experimental groups.

The following steps were followed in designing the survey instruments:

- 1) An analysis of the T-A-T leader's manual was conducted to ascertain the concepts that all T-A-T accredited leaders are required to cover in their presentation of the T-A-T workshop.
- 2) An analysis of the T-A-T workbook was conducted to formulate questions that respond to the concepts that each

accredited T-A-T leader is required to cover in the T-A-T workshop.

3) Questions were drafted representative of the material covered in the T-A-T workshop, which was the basis of the T-A-T Knowledge Inventory Scale.

4) The questions prepared, as well as the selected demographic data, were submitted to a panel of judges to assess their face validity. Those questions judged not valid were removed from the instrument.

5) The instrument was subjected to a reliability check employing split-half reliability methods.

6) Inter-item analysis was utilized to identify items that had low item total correlations so that they could be removed from the survey instrument.

Validity and Reliability

In order to establish the validity of the T-A-T Knowledge Inventory Scale, several procedures were followed:

Face Validity

The T-A-T Knowledge Inventory Scale focuses directly on learning behaviors in that the participants are asked to respond to questions that are based on information they have been exposed to in the T-A-T workshop. In order to establish whether the instrument was really measuring the kinds of behavior that it was assumed that it would measure and whether it provided an adequate sample of each kind of

behavior, a panel of social scientists was asked to evaluate the instrument for face validity. The panel consisted of three individuals holding Ph.D degrees in the social sciences. Each member of the panel was selected for interest and expertise in the field of television and human behavior. Upon analysis of the T-A-T Knowledge Inventory Scale by the panel of judges, several items were eliminated, and the scale was adjudged to be more valid.

Split-Half Reliability

The instrument was pretested on two separate occasions with a group of students in a behavioral science class at a moderate-sized urban Southern university. In the first testing, each student was asked to answer the odd numbered questions on the instrument and, on the second testing, was asked to answer the even numbered questions. The total number of responses by the same students in both questioning periods was 12. The split-half correlation for the sample was .83 (Pearsonian correlation).

Inter-Item Analysis

In an inter-item analysis for validity, nine items were removed from the data base because of low-item total correlations.

Data Analysis

Each subject generated two test scores, a pre-test and a post-test score. In order to analyze the data, two test

procedures for significance were utilized. Six hypotheses about the data are to be analyzed in the following chapter. The first two relate to the group of fifty, comparing control with experimental groups or comparing the pre-test with the post-test scores of the experimental group. The t-test for significance is used for these comparisons. Four other hypotheses relate to association between scores and individual attributes of sex, age, parental status, and college education. With data collapsed where required to yield dichotomies for scores and attributes, the resulting four cell tables, because of small expected frequencies, are subjected to a test of significance by use of chi square with Yates correction.

C H A P T E R I V

THE SURVEY

The results of this study indicate that there is a significant difference between the mean test scores on the T-A-T Knowledge Inventory Scale of those individuals that completed the T-A-T workshop and those persons in the control group who were not exposed to the T-A-T workshop. The data further indicates that there is no relation between test scores on the T-A-T Knowledge Inventory Scale and the attributes of sex or age (under and over 35). There is some indication that there may be a difference on the test scores due to the variable of college degree and parental status, but these data are inconclusive and may be partially attributed to the sample size or serendipity.

The results of this study will be analyzed in relation to six hypotheses that were to be tested.

Hypothesis I

There will be a significant difference between the mean score of the subjects who complete the T-A-T workshop and the control group on the T-A-T Knowledge Inventory Scale.

The t -value scores of significance between the control group pre-test and post-test mean scores and the experimental

group pre-test and post-test mean scores suggest that the T-A-T workshop is significant in increasing the knowledge base of those who complete the T-A-T training. It is interesting to note that there was a test score difference between the control and experimental pre and post mean scores which indicates a more pro stance on the need for reforming television for the experimental group both prior to T-A-T training and afterward; moreover, there is stronger pro stance (compared to the pre-test scores) after the training. This finding can be attributed to the difference between the experimental and control groups in that the experimental group self-selected to take part in the T-A-T training and was thus probably predisposed to a more pro attitude toward the information tested. In the control group, however, there was not a self-selection factor to be dealt with and thus not the bias toward the pro stance that can be attributed to the experimental group's self-selection.

Table 1

Control and Exp. Pre and Post Mean Scores

	<u>Pre-Test</u>	<u>Post-Test</u>	<u>Significance</u>
Control	119.00	118.22	$t = .81$ 49df NS
Exp.	105.04	90.86	$t = 9.39$ 49df $p = .001$

Note. The most positive response is scored as 1 and the least positive as 5, so that a lower total test score is more pro.

Hypothesis II

There will be a significant difference between the means of pre-test scores and their post-test scores on the T-A-T Knowledge Inventory Scale for the subjects who complete the T-A-T workshop.

As indicated previously, there was a pre-test mean score for the experimental group of 105.04 and a post-test score of 90.86. The t value of the difference between the pre-tests and post-tests was 9.39, indicating a p value of less than .001 and thus significant. Therefore, the t -test score indicates that significant cognitive growth did occur in the group that completed the T-A-T workshop. The second hypothesis was proven to be correct.

Table 2

<u>Exp. Pre and Post Mean Scores</u>		
	<u>Exp Group</u>	<u>t-value</u>
Pre-Test	105.04	9.39, 49df
Post-Test	90.86	$p = .001$

In the pre-test condition, with scores collapsed into dichotomies, 74% of the participants chose answers that placed them in a pro stance or in agreement with the information presented in the T-A-T workshop. After the T-A-T workshop, or in the post-test condition, the pro-stance percentage jumped 20 percentage points to 94%.

Table 3

<u>Pre-Post Pro/Con Percentages</u>		
	<u>Pre-Test</u>	<u>Post-Test</u>
Pro	74%	94%
Con	26%	6%

Hypothesis III

There will not be a significant difference between the mean scores of male and female subjects on the T-A-T Knowledge Inventory Scale.

A chi square analysis for significance, with Yates' correction because of small expected frequencies, was utilized to examine the data for the null hypotheses in this study. In an analysis of scores by sex, the significance level for the pre-test control group was 0.1373--not significant.

Table 4

<u>Pre-Test - Control Group - By Sex</u>			
	<u>Males</u>	<u>Females</u>	<u>Row Total</u>
Pro	4	11	15
	17.4	40.7	30.0
Con	19	16	35
	82.6	59.3	70.0
Column	23	27	50
Total	46.0	54.0	100.0

Note. Corrected $\chi^2 = 2.2084$, 1df, $p = 0.1373$

N.S.

In the post-test control condition, the significance level was 0.7631 which was, once again, not significant. Non-significant data was also found in the experimental group. The significance level for the pre-test condition was 0.1827, and 0.1346 for the post-test condition in the experimental group. The data affirm the hypothesis that there is no significant difference between male and female subjects on the T-A-T Knowledge Inventory Scale.

Table 5

Post-Test - Control Group - By Sex

	<u>Males</u>	<u>Females</u>	<u>Row Total</u>
Pro	5	6	11
	21.7	22.2	22.0
Con	18	21	39
	78.3	77.8	78.0
Column	23	27	50
Total	46.0	54.0	100.0

Note. Corrected $\chi^2 = 0.09084$, 1df, $p = 0.7631$

N.S.

Table 6

Pre-Test - Exp. Group - By Sex

	Males	Females	Row Total
Pro	13	24	37
	61.9	82.8	74.0
Con	8	5	13
	38.1	17.2	26.0
Column	21	29	50
Total	42.0	58.0	100.0

Note. Corrected $\chi^2 = 1.77586$, 1df, $p = 0.1827$
N.S.

Table 7

Post-Test - Exp. Group - By Sex

	Males	Females	Row Total
Pro	18	29	47
	85.7	100.0	94.0
Con	3	0	3
	14.3	0.0	6.0
Column	21	29	50
Total	42.0	58.0	100.0

Note. Corrected $\chi^2 = 2.24829$, 1df, $p = 0.1346$
N.S.

Table 8

Means by Sex

	<u>Pre-Post Control</u>		<u>Pre-Post Exp.</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
Male	120.478	120.609	107.476	93.000
Female	117.741	116.185	103.276	89.310
	Control Means		Exp. Means	

Hypothesis IV

There will not be a significant difference between the scores of those 35 years of age or less and those over 35 years of age on the T-A-T Knowledge Inventory Scale.

A chi square analysis was utilized in the examination of the control and experimental group pre-test and post-test scores by age. In the pre-test control group, the mean score for those 35 years of age or less was 119.556. The mean score for those over 35 years of age was 118.348. The significance level in the pre-test control group was 0.8044 or not significant.

Table 9

Pre-Test - Control Group - By Age

	<u>35 and Under</u>	<u>Over 35</u>	<u>Row Total</u>
Pro	9	6	15
	33.3	26.1	30.0
Con	18	17	35
	66.7	73.9	70.0
Column	27	23	50
Total	54.0	46.0	100.0

Note. Corrected $\chi^2 = 0.06134$, 1df, $p = 0.8044$ N.S.

The post-test control condition mean scores were 119.222 for those 35 years of age or less and 117.043 for those over 35 years of age. The significance level for the post-test control group was 0.7631, which is not significant. The pre-test significance level for the experimental group was 0.0770, also not significant. The experimental post-test significance level was 0.2625 which is not significant.

Table 10

Post-Test - Control Group - By Age

	35 and Under	Over 35	Row Total
Pro	5	6	11
	18.5	26.1	22.0
Con	22	17	39
	81.5	73.9	78.0
Column	27	23	50
Total	54.0	46.0	100.0

Note. Corrected $X^2 = 0.09084$, 1df, $p = 0.7631$

N.S.

Table 11

Pre-Test - Exp. Group - By Age

	35 and Under	Over 35	Row Total
Pro	16	21	37
	61.5	87.5	74.0
Con	10	3	13
	38.5	12.5	26.0
Column	26	24	50
Total	52.0	48.0	100.0

Note. Corrected $\chi^2 = 3.12667$, 1df, $p = 0.0770$

N.S.

Table 12

Post-Test - Exp. Group - By Age

	35 and Under	Over 35	Row Total
Pro	23	24	47
	88.5	100.0	94.0
Con	3	0	3
	11.5	0.0	6.0
Column	26	24	50
Total	52.0	48.0	100.0

Note. Corrected $\chi^2 = 1.25534$, 1df, $p = 0.2625$

N.S.

Table 13

Means By Age

	<u>Pre-Post Control</u>		<u>Pre-Post Exp.</u>	
	<u>Pre</u>	<u>Post</u>	<u>Pre</u>	<u>Post</u>
35 and Under	119.556	119.222	106.269	92.077
Over 35	118.348	117.043	103.708	89.542

Hypothesis V

There will not be a significant difference between those subjects who have children and those who do not on the T-A-T Knowledge Inventory Scale.

In a chi square analysis of the control group pre-test scores, there was a significance level of 0.1373.

Table 14

Pre-Test - Control Group - By Parental Status

	<u>No Children</u>	<u>Children</u>	<u>Row Total</u>
Pro	1	14	15
	7.7	37.8	30.0
Con	12	23	35
	92.3	62.2	70.0
Column	13	37	50
Total	26.0	74.0	100.0

Note. Corrected $\chi^2 = 2.85120$, 1df, $p = 0.0913$

N.S.

The post-test control significance level was 0.2898. This datum indicates that there was no significant difference between those who have children and those that do not on the T-A-T Knowledge Inventory Scale. The same relationship

Table 15

Post-Test - Control Group - By Parental Status

	No Children	Children	Row Total
Pro	1	10	11
	7.7	27.0	22.0
Con	12	27	39
	92.3	73.0	78.0
Column	13	37	50
Total	26.0	74.0	100.0

Note. Corrected $\chi^2 = 1.12043$, 1df, $p = 0.2898$ N.S.

Table 16

Pre-Test - Exp. Group - By Parental Status

	No Children	Children	Row Total
Pro	17	20	37
	68.0	80.0	74.0
Con	8	5	13
	32.0	20.0	26.0
Column	25	25	50
Total	50.0	50.0	100.0

Note. Corrected $\chi^2 = 0.41580$, 1df, $p = 0.5190$

N.S.

pertained for the experimental group using the chi square analysis. The pre-test group significance level was 0.5190 while the post-test level was 1.000.

Table 17

Post-Test - Exp. Group - By Parental Status

	<u>No Children</u>	<u>Children</u>	<u>Row Total</u>
Pro	24	23	47
	96.0	92.0	94.0
Con	1	2	3
	4.0	8.0	6.0
Column	25	25	50
Total	50.0	50.0	100.0

Note. Corrected $\chi^2 = 0.0$, 1df, $p = 1.000$ N.S.

There was a significant difference, however, in the control group when a t -test for significance was used to analyze the data. The t -value of the control group pre-test was 2.6741 ($p < .01$) and thus significant. The same relationship was obtained for the post-test control group, which had a t -value of 2.3161 ($p < .01$). This significance was limited to the control group only. On an analysis of the experimental condition (utilizing the t -test), the pre-test t -value was 0.4072 ($p < .01$) and the post-test 0.3432 ($p < .01$). The difference between the two groups on the t -test values when comparing scores with parental status can probably be attributed to the initial bias of

the experimental group, who self-selected to take part in the T-A-T workshop and were already biased in the pro stance, or judgmentally assigned correct direction, in terms of answers to the test questions. In a comparison of the percentages of pro-stance individuals (controlling for the variable of parental status) in the pre-test mode for both experimental and control groups, it was found that only 7.7% of those without children in the control group were pro while 37.8% of those with children were. In the experimental group pre-test condition, 68% of those individuals without children were in the pro stance compared to 80% of those with children.

Table 18

	<u>Pro-Stance by Parental Status</u>	
	<u>Non-Parents</u>	<u>Parents</u>
Control	7.7%	37.8%
Exp.	68%	80%

There exists some evidence that the null hypothesis, that the parental status of the individual will have no bearing on the T-A-T Knowledge Inventory Scale, should be rejected. Further research should be conducted to test this question in more detail with different sample groupings. It does appear that the parental status of an individual has a bearing on how an individual answers the questions on the T-A-T Knowledge Inventory Scale.

Table 19

Means by Parental Status

	<u>Pre-Post Control</u>		<u>Pre-Post Exp.</u>	
	Pre	Post	Pre	Post
W/Child	116.784	116.027	104.360	90.320
No Child	125.308	124.462	105.720	91.400
Control Mean Scores		Exp. Mean Scores		

Hypothesis VI

There will not be a significant difference between the mean score of those subjects with a college degree and those without a college degree on the T-A-T Knowledge Inventory Scale.

The pre-test control condition indicated that having a college degree had no effect on the score of the T-A-T Knowledge Inventory Scale. The pre-test control significance level was 0.6997. The post-test condition did indicate significance with a significance level of 0.0496. This is suspect, however, in light of the skewed sample on this particular item. Those without college degrees in the control condition comprised 80% of the population. With only 20% of the sample (which was small to begin with), it is difficult to parlay the significance level on this item to a rejection of the hypothesis.

Table 20

Pre-Test - Control Group - By Degree

	<u>No Degree</u>	<u>Degree</u>	<u>Row Total</u>
Pro	11	4	15
	27.5	40.0	30.0
Con	29	6	35
	72.5	60.0	70.0
Column	40	10	50
Total	80.0	20.0	100.0

Note. Corrected $\chi^2 = 0.14881$, 1df, $p = 0.6997$ N.S.

Table 21

Post-Test - Control Group - By Degree

	<u>No Degree</u>	<u>Degree</u>	<u>Row Total</u>
Pro	6	5	11
	15.0	50.0	22.0
Con	34	5	39
	85.0	50.0	78.0
Column	40	10	50
Total	80.0	20.0	100.0

Note. Corrected $\chi^2 = 3.85344$, 1df, $p = 0.0496$

The experimental group was skewed in the opposite direction with 84% of the group holding college degrees. The significance level for this item was 0.7119 for the pre-tst and 0.9741 for the post-test. Neigher of these scores is significant.

Table 22

Pre-Test - Exp. Group - By Degree

	No Degree	Degree	Row Total
Pro	5	32	37
	62.5	76.2	74.0
Con	3	10	13
	37.5	23.8	26.0
Column	8	42	50
Total	16.0	84.0	100.0

Note. Corrected $\chi^2 = 0.13643$, 1df, $p = 0.7119$ N.S.

Table 23

Post-Test - Exp. Group - By Degree

	No Degree	Degree	Row Total
Pro	7	40	47
	87.5	95.2	94.0
Con	1	2	3
	12.5	4.8	6.0
Column	8	42	50
Total	16.0	84.0	100.0

Note. Corrected $\chi^2 = 0.00106$, 1df, $p = 0.9741$ N.S.

On this particular item the data is inclusive with the sample group tested. This can probably be attributed to a sampling error due to the size of the sample and the difference between the control and experimental groups in relation to college degree status.

Table 24

Control and Exp. Mean Scores by Degree

<u>Control Group</u>			
	<u>No Degree</u>	<u>Degree</u>	<u>Significance</u>
Pre-Test			
Mean Score	111.625	103.786	N.S.
Post-Test			
Mean Score	94.250	90.214	N.S.
<u>Exp. Group</u>			
	<u>No Degree</u>	<u>Degree</u>	<u>Significance</u>
Pre-Test			
Mean Score	119.525	116.900	N.S.
Post-Test			
Mean Score	118.750	116.100	N.S.

C H A P T E R V

CONCLUSIONS AND IMPLICATIONS

In Chapter I, we introduced the nature of the study. Chapter II reviewed the literature of the field, and Chapter III explained the design of the study. Chapter IV presented the data obtained and contained a statistical analysis of that data. It now remains to translate the findings into a form useful to the media change agent, by determining the implications of the findings for the design and implementation of programs developed to effect change in television programming. It is upon this remaining need that Chapter V focuses.

We will examine the application of the study findings to the viability of nationally-organized, community-based awareness programs related to television in general and to the T-A-T training program specifically. Included in this chapter are recommendations regarding the applications of the findings to program planning, an analysis of the significance and the limitations of the study, and recommendations for further research in the area.

Applications of the Findings to Program Planning

The primary finding of this study is that the T-A-T workshop did change the knowledge base of those individuals

who participated in this program. The implications for the field of media change are very significant. The broadcast of reform movement is not only small but also segmented into various special interest groups. One characteristic that stands out in almost all of these various groups is the approach taken in their desire to reshape commercial television programming. This approach focuses on the interface of the particular media reform organization with the judiciary and the executive and regulatory agencies responsible for regulating the industry in the public interest. The significance of the T-A-T program is that it takes a different approach to the problem by trying to organize a constituency group at the local level via education of the general public. What is important in this study is that the viability of the training program has been verified with a sample representing some of the first participants in the T-A-T workshop. This sample, as the study indicates, was biased upon entering the workshop experience but still scored significantly higher on the T-A-T Knowledge Inventory Scale after exposure to the workshop.

The workshop is viable in its goal to transmit research data and information to the general public and can form the nucleus of a grass roots media change effort that has never been successfully attempted on a national level.

What the media reform movement has in the T-A-T workshop is a successful program to educate and organize a pro-active group of citizens to lobby for changes in the broadcasting industry. In the view of this author and those planning and developing the T-A-T workshop, meaningful change will occur within the broadcast industry when a vocal, knowledgeable, broad-based consistency appears on the media reform horizon.

From an analysis of the findings and their implications for a focus for the T-A-T workshop, it appears that age and college education have little influence. What may be important, however, is the parental status and sex of the individual. There appears to be a pro bias in the direction of a positive stance toward the philosophy and material presented in the T-A-T workshop among those individuals that have children and, to a limited extent, among women. The implications of these factors for future T-A-T workshops could be very important. Since 1975, the Parent-Teachers Association in the United States has taken a pro-active stance in relation to media reform in this country. Given that a pro bias exists in the parental sample of this study, it may well be that the perfect pairing of the T-A-T with the PTA into a joint educational venture would accomplish the goals of both organizations. It is certainly an avenue that should be explored. Of course, there are many

groups in this country that represent parents and each of these constitutes a fertile place to locate the T-A-T training program. The potential size and scope of those organizations interested in broadcast reform have been referred to in a recent article on the broadcast reform movement. Branscomb and Savage (1978) note that the PTA has over 6.5 million members while the National Council of Churches (which has been involved in different aspects of media reform) represents over 42 million members.

Branscomb and Savage refer to the importance of a broad-based public constituency by noting:

Genuine reform of program content, which is the bottom line for many reformers, is a very complicated process in our pluralistic society.

It entails not only the ability to curtail outrageously discriminatory practices through the regulatory process but also the ability to muster a broad-based public constituency that is willing to actively express its concern.

Without the public's support for media reform, the broadcast reform movement is powerless when pitted against the financial and political powers of the commercial television industry.

Yet, few of the groups [broadcast reform groups] are well staffed enough to participate in the

legislative process in a manner which could begin to counter-balance the very large presence and pressure which industry is able to bring to bear on legislation. Indeed, the recalcitrance of broadcasters has been a major deterrent to action in the area and a strong constituency for change will be necessary if any genuine change is to be enacted into law (Branscomb and Savage, 1978).

T-A-T is a tool for the media reformers to agree to promote and utilize as the instrument of public enlightenment which could lead to public support for needed reforms in the broadcast industry. The broadcast reform movement has been using a power-coercive model to effect change that is based on strategies requiring a level of political and economic power which all of the media reform groups lack because they represent far too few active constituents.

T-A-T should become the central focus of most, if not all, of the media reform groups as the existing, effective community education program. In defining the components of a model to reform program content that does not rely upon government edict for its direction, Branscomb and Savage (1978) defined several distinct processes to achieve this goal, including (1) credible research, (2) translation of the credible research for public consumption, (3) wide public dissemination of the research, (4) expression of

concern by organized groups with established credentials and sizeable membership, (5) responsiveness from media executives.

The goals of the T-A-T program parallel this model in that the program has taken the credible research over the past 25 years, has translated it into lay terminology, and is attempting to disseminate it as widely as possible. The outcome of T-A-T, if it is widely distributed, can be a fulfillment of the fourth goal, which may eventuate in more responsive media executives, the fifth goal.

What this research has shown is that the T-A-T is a viable educational program that will affect the cognitive growth of the individual who is exposed to the program. What should be done from this point with the T-A-T program is to mount a massive effort to furnish the workshop experience to as many people in as many communities as is possible. New financial support structures are needed so that the program can be offered at little or no cost to the individual. New techniques of dissemination need to be developed whereby the program can become a part of established educational and professional development programs. T-A-T has the potential to be one of the most effective innovations in the broadcast reform movement and, perhaps, a tool that will have a massive effect on the direction of our culture.

Limitations and Recommendations
for Further Research

Future studies should be carried out that would utilize a non-bias group that is not required to pay the expenses for attending the T-A-T workshop. To a certain extent this was a limitation that keeps the full impact of the program from being displayed in this study. The findings, however, are quite conclusive that the T-A-T program did cause significant cognitive growth within the sample of participants for this study.

Another area that should be pursued, but with extreme caution so that real as opposed to estimated data can be gathered, is the amount of television consumption and its relationship to the individual's score on the T-A-T Knowledge Inventory Scale. This item was originally scheduled to be a part of this study, but pre-test data indicated that most participants could not accurately gauge their television viewing behavior without formal baseline data. If an adequate system can be devised to obtain this information without influencing the participants in advance, the relationship between amount of television viewing and T-A-T Knowledge Inventory Scale might be quite important.

Another area that could yield important data would be the testing of specific groups of individuals for their post T-A-T behavior in their homes and communities. It

is vital to know if there is a commitment to change on the part of the T-A-T participants after the workshop and how that change is translated into behavioral actions. This necessitates a follow-up testing of past participants to ascertain this data. It would also be helpful to discover whether there are any specific individual characteristics that predict the translation of the knowledge obtained in the workshop into behavior.

Establishing the viability of the knowledge transfer component of the T-A-T workshop is only the first step in ferreting out the correct utilization of the tool. The program should, for this reason alone, be disseminated as widely as possible; but further research should continue to define and refine the models for transfer of knowledge and for the processes of dissemination, as well as to seek to identify the constituency of the most receptive audience for media awareness training.

A P P E N D I X A

TELEVISION AWARENESS PROGRAM

L E A D E R ' S M A N U A L

Leader's Manual

Television Awareness Training

Session I -- Overview

Purposes of this Session

1. Create an open, trusting, communicative group.
2. Provide group with information regarding workshop purpose, length, format.
3. Communicate the following concepts:
 - a. Television is more pervasive than any other communications systems in history.
 - b. Television is a commercial system designed to gather large audiences to which products and services can be sold.
 - c. Introduce the concept that television affects persons' values, attitudes and behavior.
4. Enable participants to experience and feel as individuals the ways in which television affects values, attitudes and/or behavior.
5. Begin the process of enabling each individual or family to design new coping techniques for dealing with television.

Workshop Process

The workshop plan is designed to accomplish these purposes through the presentation of new information, group processes and exercises, television program examples and excerpts, group discussion, and discovery of new coping techniques. The primary role of the leader is to create process which enables persons to learn and discover for themselves.

Equipment and Materials

16-mm projector and screen, extra lamps, extension cord
5 x 8 cards
Felt point markers
T-A-T Workbook
Registration forms

Instructions for first process on butcher paper
 Masking tape
 Name tags
 Watch

Doing the Workshop

I. Pre-session: 5 minutes - 5 total

1. REGISTER participants
2. COLLECT workshop fee
3. HANDOUT name tag with instructions to write first name in large, bold letters
4. HANDOUT one 5 x 8 card to each participant
5. INSTRUCT participants to write in bold letters on the card a word, phrase or sentence describing positive or negative concerns or interests you have with your personal or family use of television.
6. NOTE: These instructions also should be on the butcher paper, blackboard or turnover chart for reference by participants. Ask participants to keep the card for further instructions.

II. Opening: 15 minutes - 20 total

1. NOTE: The purpose of this first exercise is to:
 Get people thinking about ways they personally use television;
 Get the agendas of participants before the group;
 Get each participant immediately in touch with another person.
2. INSTRUCT the participants to find another person (other than own family). Each person will interview the other for a three-minute period on the concern expressed by the individual on the card. The interviewer will ask direct questions, discovering the breadth and depth of the concern. At the end of three minutes, reverse the process.

When the interviewing has been completed, have each person place card on a wall.

3. REVIEW statements on cards and with the group quickly rearrange the cards into general categories. Some additional general labeling of concerns may be desirable. The leader identifies these concerns as beginning agenda and reference points. This agenda setting by the group is a bridge into the next process.

III. Overview of Series and Session: 10 minutes - 30 total

1. NOTE: The purpose of this exercise is to let participants know what is going to happen in the series and in this session.
2. INTRODUCE yourself. Let people know you are a consumer of television, too. You are here because you are concerned with the effects of television on children, adults, families, yourself and society.
3. EXPLAIN your role as leader: The primary role of the trainer is to provide new information and to provide processes by which participants can make new discoveries about the role of television in their lives, and to create alternative positive uses for television in the lives of the participants.
4. ASK for a verbal covenant by the group to
 - a. Attend each session, if possible.
 - b. Honestly study own viewing habits and viewing experiences.
 - c. Complete homework.
 - d. Let group know of concerns and needs.
 - e. Participate in the group process unless it violates personal values or is counterproductive.
 - f. Urge participants to speak in "I" statements rather than "we," "they," "you." Urge use of "I think," "I believe," "I feel," "I watch"...to assume responsibility for their thoughts, feelings and actions, and not to generalize to the group, family, nation except as appropriate.
5. NOTE: The leader should establish the group process as open, a sharing of viewpoints and experiences. Each participant's point of view is valid. Everyone has a different opinion and experience of television. Everyone's experience is real.
6. EXPLAIN overview of the series. T-A-T workshops are designed to provide (write on newsprint):

- New information
- New experiences of television
- New strategies for coping
- New decisions for action

DISTRIBUTE T-A-T books. CALL attention to table of contents. In future sessions we will be dealing with (write on newsprint):

- Television and violence
- Television and stereotyping
- Television advertising and values
- Television and children
- Television and Human Sexuality
- Television News and Values
- Decisions and Strategies for Change

7. ASK for group questions.

IV. Twenty Years of Television: 44 Minutes - 74 Total

1. NOTE: This exercise recreates the group and stimulates awareness of the pervasiveness of television in society and in our lives.
2. INTRODUCE and show TV Land.
3. LEAD a brief, lively group response session. Participants call out a favorite early program or character from their earliest remembered TV experiences. WRITE the programs and the characters' names on newsprint. Call attention to range of types of programs over the period covered. Note that in 1950, 9% of homes had TV; in 1977, 98% have TV sets. ASK which families have more than one working set, which family has the most working sets, how many color, how many black-and-white.
4. QUOTE: "This incredible revolution occurred almost without our awareness--within the lifespan of a generation."
5. PRESENT (approximately 6 minutes) up-to-date information which you have gathered plus some human interest examples of the way in which TV has become an integral part of our lives, so that often we are unaware of its influence and effects. The following kind of information should be considered for inclusion:

By the time an average person has completed high school, he/she will have:

*witnessed 18,000 murders

*seen 350,000 commercials (equals $1\frac{1}{2}$ years of 8-hour work days)

*spent 50% more time watching television than in the classroom

The average American spends approximately 1,200 hours annually viewing television, 200 hours reading magazines, 200 hours reading newspapers, and 10 hours reading books. A person working on a 40-hour week 50 weeks per year spends 2,000 hours on the job.

6. NOTE: Give similar information on

The growth of television:

Advertising and TV's purpose: to get as large an audience as possible

Human interest examples:

Positive and negative factors:

7. ASK (approximately 18 minutes) the group to pair off. (Use Worksheet #2, pp. 13.) Each person interviews the other about:

--Three negative feelings or effects of TV in their lives

--Three positive feelings or effects of TV in their lives

ASK two persons to write the group responses on newsprint. Create a negative space and a positive space. Ask the group alternatively for positive and negative effects. In this way the process can be speeded up by allowing the writing to go on simultaneously. When there are duplicate effects, tally them to indicate the commonness of the experience. If time permits, allow the group to share

specific examples of their experience, to question each other on unusual responses and to discuss strong feelings.

8. REGATHER the group.

V. Television and Values: 36 minutes - 110 total

1. NOTE: The purpose of this section is to enable participants to see television in a different way and to begin to consider the values television communicates.
2. SELECT key concerns and effects participants have surfaced. Observe that we have been looking at the pervasiveness of television, and now we want to look at what television says to us. Many television leaders would prefer that television be regarded simply as an entertainment and news medium, rather than an educational or value-setting medium.

This film will allow us to see a gathering of intense and involving moments of television. By isolating these instances, we can examine them in a different way. ASK the participants, as they view, to be aware of what these instances suggest--what people are like and the ways people relate to each other.

3. SHOW film, "Program Excerpts: Overview."
4. ASK each individual to write on Worksheet #3, p. 15, their feelings about what they have seen. This needs to be at the feeling level rather than the intellectual level. GIVE them the opening line:

After viewing the program excerpts and teasers, I am feeling--

Allow eight minutes for the personal writing process. (By writing in the Manual, they will have a permanent reminder of how they were feeling at this time.)

5. ASK (approximately 10 minutes) participants to share their feelings. On a one-to-one basis, between family members where possible, they should exchange books, each person reading the feelings of the other. Then they discuss their feelings.
6. REGATHER and share feelings and perceptions. No one, of course, must share more than he or she chooses.

This is a process in which participants share new awareness, new perceptions, new concerns. The group's attention should be directed to the listing of their original concerns.

VI. Closure: 7 minutes - 117 total

1. NOTE: The purpose of this exercise is to provide a framework for the new awareness to be used in developing further insights on the individual's or family's use of television, and of television's use of them.
2. PRESENT to the group the model of empowerment used in T-A-T:
 - a. New awareness--of television, the way we use it, the way television uses us.
 - b. Making a decision to change--the way we use TV, and/or the television system.
 - c. Developing options--both personal and societal.
 - d. Taking action.
3. SAY: Each of us has gained new knowledge, new self-awareness, new questions. It is now possible for us to decide to secure additional information about personal and family viewing and valuing. The homework assignments are designed to facilitate this process.

VII. Homework Assignments: 3 Minutes - 120 Total

1. ASSIGN homework for this session
 - ASK group to read Chapter 1, page 7, "Your Prime Time or TV's?"
 - CALL attention to Worksheets 4, 5, and 6. ASK group to complete this homework.
 - REMIND group that Part II of Workbook, starting on page 161, has valuable additional reading.
2. ASSIGN homework for the next session
 - ASK group to read the appropriate chapter
 - MAKE other homework assignments as desired

End of Session

Leader's Manual

Television Awareness Training

Session II - Violence

Purposes of this Session

1. Communicate the following concepts:
 - a. The pervasiveness of violence on television.
 - b. Violence is used as an appropriate way to solve problems.
 - c. Police and good guys use violent means to solve problems, too.
 - d. The individualistic character of TV violence purposes that violence is personal and not systemic.
 - e. The creation of fear for personal safety sets the stage for the necessity of strong police and strong military powers--television violence may perpetuate a willingness to accept coercive power.
 - f. Continuing exposure to massive doses of television violence may lead to a desensitizing process which allows each of us as individuals and as a society to accept violence as normal rather than abnormal.
2. Allow participants to experience television violence.
3. Probe the effects of televised violence.
4. Understand the role of observational learning.
5. Begin the process of enabling each individual or family to design new coping techniques for dealing with televised violence.

Workshop Process

The workshop is designed to accomplish these purposes through the presentation of new information, concentrated viewing of program excerpts and program teasers, group processes and exercises, utilization of homework, group discussion, and development of new techniques of response to television.

Equipment and Materials:

16-mm projector, screen, extra lamps, extension cord
Butcher paper for graffiti
Name tags
Film segments on violence

Magic markers
Masking tape
Watch

Doing the Workshop

I. Opening: 15 minutes - 15 minutes total

1. NOTE: The purpose of this first process is:

To validate through group experience the high incidence of violence in television.

2. ASK the workshop members to share their experience on tabulating violent acts on specific television program from their homework assignment. As a group, tabulate the results on the butcher paper. Take as many programs and reports as time allows. Use the totals from the reports. The group chart may be set up as follows:

Perpetrator							Victim				
<u>Program</u>	<u>No. of Acts</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Under 40</u>	<u>Over 40</u>	<u>Male</u>	<u>Female</u>	<u>Minority</u>	<u>Under 40</u>	<u>Over 40</u>

3. SUMMARIZE some of the violence statistics, confirming or expanding on the data the group has gathered. Use as up-to-date information as possible, drawing on the overview article and articles in the addendum of the T-A-T workbook, ACCESS Newsletter, reports of George Gerbner's work on the Violence Profile, and MARC research reports.

In 1975-76, as in previous years, 8 of 10 programs contained some violence. There was a slight drop in violence in 1976-77.

Action programs, which contribute most of the television violence, made up 54% of the prime time schedule in 1975-76, continued their dominance in 1976-77, hints of some drop off for 1977-78.

Violence is greater in children's programs than in adult programs although each network has reduced the amount of violence in Saturday morning programs.

II. An Overview of Violent Programs: 60 Minutes - 75 Total

1. NOTE: The purpose of this section is to experience the violence of television in a compressed and sequential form in order to expose its message, and to consider the messages of violent programming.
2. INTRODUCE the first segment of the Violence film. Point out that it depicts violent acts selected from only one week of programming, and therefore, is not comprehensive but only representative. It does not show all the types and acts of violence seen on television over an extended period of time.
3. CALL attention to worksheet #1, page 29.
4. SHOW first segment of film "Program Excerpts: Violence."
 - a. NOTE: Let each person experience the film personally.
 - b. BREAK into a one-on-one configuration. Let each person interview or tell the other person his or her experience of the film.
 - c. WRITE these questions on the butcher paper:

Which scene is most vivid in your memory?
Why do you think it grabbed you?
What was going on inside you as you viewed it?
What was in it for you?
 - d. DISCUSS, as a total group, the message content of the excerpts. Place responses of group members on the butcher paper to a question like:

What are the messages being communicated--both verbally and non-verbally?

- e. MOVE the group quickly to reality testing in their own lives through a question like:

How many murders have you witnessed in the past year? (In real life.) How many on television?

5. SHOW SECOND SEGMENT OF FILM. It shows instructional violence and violence or illegal acts by law enforcement persons.

- a. DISCUSS and ADD to butcher graffiti response to the question:

What message do these episodes communicate?

- b. Additional message implications and concerns which the group can consider:

(1) Observational Learning (see Television as a Moral Teacher by Robert M. Liebert and Rita Wicks Poulos, page 197). Observational learning involves three steps:

- (a) Exposure to modeling situations (television)
- (b) Modeling examples are acquired and available for recall and use at appropriate times.
- (c) Acceptance of models as a guide to behavior.

(2) What basic view of persons does television violence propose?

(3) What basic view of society does television violence propose?

(4) By creating fear and acceptance of violence, does television contribute to an acceptance of the need of power, police and military force?

(5) Does the pervasiveness of TV violence desensitize us to acts of violence? Are we less outraged at acts of violence, more accepting of "that's the way it is?"

(6) Television overwhelmingly presents the individual person as violent and not the system or the corporation or the law. By presenting this image, does television minimize the violences of the systems? Does it make it appear that the individual is the primary responsible party and thus create the image that the system does not need changing? (See article by George Gerbner and Larry Gross.)

- (7) The last two film examples show law enforcement officers ("good guys") using violence or illegal activity to achieve their goals. In both cases, the activities suggest social acceptance because law enforcement officials are engaged in the activity and because their actions bring success. What does this communicate about how law enforcement officers do/should carry out their duties?

III. Why Televisive Violence? (Optional--if time available)

1. NOTE: The purpose of the segment is to acknowledge the reasons for television violence.
2. ASK persons to role-play before the total group, or divide into small groups so that more persons can have the experience. Roles are: network program director, program producer, concerned citizen.
3. WRITE on butcher graffiti major points of role-play confrontation.

IV. New Relationships to TV: 40 minutes - 115 Total

1. NOTE: The purpose here is to develop and consider new ways of dealing with televised violence, and to enable decision-making for action.
2. DIVIDE into four groups.
3. ASSIGN each group a section to consider and develop, working from the T-A-T worksheet #2. The four groups will bring back recommendations and suggestions to the total group. In this time period, expect beginning thinking and ideas for change. These can be picked up and looked at again in Session VIII. ASK that everyone first read items I, II, and III on Worksheet. The groups are:

Individual action

Family action

Community action

National and governmental action

4. REPORT by small groups to total group. Place suggestions on butcher paper. SUGGEST participants write suggestions into their books.

V. Closing: 5 Minutes - 120 Total

1. ASSIGN homework for this session
 - ASK group to read Chapter II, page 23, "Violence and Anti-Social Behavior."
 - CALL attention to Worksheets #3, 4, 5, and 6. ASK group to complete this homework.
 - REMIND group that Part II of Workbook, starting on page 161, has valuable additional reading.
2. ASSIGN homework for next session
 - ASK group to read the appropriate chapter.
 - MAKE other homework assignments as desired.

End of Session

Leader's Manual

Television Awareness Training

Session III - The De-Humanizing Effects of Stereotyping

Purposes of this Session

1. Communicate the following concepts:
 - a. Television is a selective medium that deals in images.
 - b. If TV is a person's primary exposure to the world, he/she received limited, distorted images.
 - c. Provide a "reality check" on the TV experience in its stereotypic portrayals of people.
2. Enable participants to experience the ways in which TV presents stereotypic images.
3. Begin the process of enabling each individual to design new coping techniques for dealing with television's stereotypic portrayals.

Workshop Process

The workshop plan is designed to accomplish these purposes through the presentation of new information, group processes and exercises, television program examples and excerpts, group discussion, and discovery of new coping techniques. The primary role of the trainer is to create process which enables persons to learn and discover for themselves.

Equipment and Materials

16-mm projector and screen, extra lamps, extension cord
 Felt point marker pens
 Butcher paper
 Masking tape
 Name tags
 Watch

Doing the Workshop:

I. Pre-Session: 2 Minutes - 2 Total

1. RE-ESTABLISH relationship with group as necessary.
2. FOLLOW-UP homework from last session.

3. DISCUSS purpose of this session.

II. Opening Exercise: 16 Minutes - 18 Total

1. NOTE: The purpose of this exercise is to:
 - a. Sensitize participants to the existence of distorted TV images.
 - b. Get at selectivity by omission.
2. DESCRIBE TV as "a window on the world." The purpose of this session is to ask what kind of world is being presented there. Particularly we will look at roles television suggests for people.

NOTE: The word "stereotyping" should not be stressed early in the session; it will be introduced later, explicitly.

3. SAY that a way of starting is to look at people's occupations.
4. ASK the group to call out their own occupations and those of some friends.
5. WRITE these on butcher paper on a wall.
6. ASK the group to call out some of their favorite TV characters by name and occupation. (Write down occupations only.)
7. HAVE (optional) pre-written or write quickly some statistics on televised occupations. (See article on stereotyping, page 53.) For example:

<u>Actual</u>		<u>TV</u>
White Collar	11%	51% (twice as many as blue collar)
Law Enforcement	Less than 1%	33%
Employed at all	Over 90%	60%

8. ASK group to feedback on what the TV "window" seems to be saying about what people do.

III. An Experience in Content Analysis: 34 Minutes - 52 Total

1. NOTE: The purpose of this session is to closely examine one of television's role presentations.

2. TELL the group that they are about to see a televised role representation, and that they should be looking for what role or roles the woman shown lives. Warn them that it is a commercial. The reasons a commercial was chosen are:
 - a. Commercials are pervasive (20% of all program material).
 - b. Commercials tend to be more expensive, carefully planned and refined messages on TV.
 - c. The goal of a commercial is to influence viewers.
3. SHOW Hanes ad (film: Program Excerpts: Stereotyping).
4. ASK group if they would like to see it again (if there is any request, do show it again).
5. ASK group for one-word or short phrase descriptions of this woman. Limit time to immediate, "off the cuff" remarks. Don't wait for cerebral analysis.
6. SAY that the ad is a very refined program which presents more than one message or idea. "On the surface the message was 'Buy Hane's' but we received a variety of other messages as well, both verbal and visual."
7. CALL attention to Worksheet #2, page 61.
8. ASK group to write a couple of minutes on their own recollections of the messages they received from the ad.
9. ASK them to break into small groups of 3 or 4 after approximately 2 minutes to discuss what the spot said. ASK each group to report back the two most important messages or ideas the spot delivered. WRITE those on butcher paper.
10. NOTE: When writing on butcher paper, never re-word, write verbatim!
11. LEAD a whole group discussion on these two questions:
 - a. If you were that woman, how would you feel about the way you were represented?
 - b. As a viewer, how do you feel about what the spot has to say?

IV. Analysis of Stereotypes Images: 24 Minutes - 76 Total

1. NOTE: The purpose of this section is to analyze some excerpts of TV programs in order to be sensitive to the wide range of television's stereotypic portrayals.

2. SAY that what we've been doing is looking at television's tendency to present stereotyped images of people. That means television tends to select characters, images, ideas, and situations that are instantly recognizable and very similar from presentation to presentation. This happens because:
 - a. It saves time in establishing characters and plots.
 - b. It requires less concern with creative production.
 - c. It keeps programs simple, allows plots to be inter-changed.
 - d. Ratings indicate that certain character representations (such as the good cop) are watched by large audiences.
 - e. It makes it easier to achieve humor.
3. SAY that concern with stereotyping focuses on women and minorities in society. While white males are also treated in stereotypic fashion, their images have tended to be more positive than those of women and minorities. These perceptions are based on research on TV's portrayals of individuals.
4. CALL attention to Worksheet #1, page 59.
5. SAY the group is about to see some television excerpts. These will be short and grouped together roughly. After each group, we'll spend some time sharing what we saw. These are not intended to be representative of all of television. They were culled from one week's prime-time programming and DO represent well the kinds of images of these various groups found during that time. We should remember that some images of individuals and groups are stereotypic by their omission, or variety. The one example we will see of an American Indian was one of only two available during that week.
6. INTRODUCE the films by saying that participants should look for images of people projected by these segments. After each series, we will stop the projector and write on butcher paper for two or three minutes our initial recall (one word or phrase) of the roles represented.
7. NOTE: You should expect some positive reactions to some segments.
8. INTRODUCE each segment by saying: "Look for women," etc, or other roles represented.
9. ASK the whole group for recall of the roles represented and positive or negative reaction to them after each segment. (Good, bad, or neutral.) Keep call-out short.

Segments

- (1) Women - Negative
 Hanes Commercial - Success in a profession depends on how good your legs look.

STOP

Man the smartest animal
 Man tells women about Mr. Coffee
 Cascade - Woman delighted to have glasses free of spots
 Carol Burnett - "Last change to catch a man"
 Joe Forester - Woman accepts her husband beating her because he loves her
 Harry-O - Sex object in bikini
 Medical Center - Female doctor was a bad mother

STOP

- (2) Women - Positive
 Petrocelli - Manager a she, not a he
 Happy Days - Girl flips boy
 Waltons - Mom and Dad have non-sexist attitude
 Note: It was so hard to find counter examples that we had to go to another week to find this sample.

STOP

- (3) Images of Old People - (Note: Old people are hardly ever shown on TV)
 Waltons - Stubborn old woman
 Joe Forester - Guy has been beating up old people

STOP

- (4) Minorities
 On the Rocks - Slur on Puerto Ricans
 \$6 Million Man - Contemptuous statement about Japanese
 Barbary Coast - Black asks "How's that, Boss?"
 Police Story - Black criminal element
 Joe Forester - Good black to bad black: I'm not your brother."
 Kojak - Hispanic woman a drunk and a loser
 Hawaii 5-0 - Oriental hit man
 \$6 Million Man - Japanese plot to regain military power
 Ellery Queen - Russian defector

STOP

- (5) Counter Example of blacks
 - Emergency - Competent black doctor
 - Movin' On - Successful black woman

STOP

- (6) Stereotyping Males
 - Sony Ad - Man had to compromise pleasure for women
 - Jeffersons - Man incompetent in kitchen
 - Ellery Queen - Man incompetent in kitchen
 - All in Family - Archie demanding dinner, rejecting affection

END

V. An Objective Experience: 25 Minutes - 106 Total

1. NOTE: The purpose of this session is to further refine our understandings of messages from television's window on the world.
2. SAY that the problem with TV is that it is hard for us to "back off" from it. It's hard to remember that TV's are the only representations we get of some people. In order to try to be more objective, let's pretend that we are a group of Martians who are to find out about America. We have been told that TV is a mirror of society. Therefore, we choose to do our study by watching television. Our goal is a report to our leaders back on Mars on what Americans are like.
3. CALL attention to Worksheet #3, page 63.
4. ASK them to break into their small groups and reflect on viewing of the film and then begin to write their reports in their workbooks.
5. REMIND them that they can use the comments and reactions on the butcher paper to shape their reports on "What Individual Americans Are Like," and that as a Martian they have had no direct exposure to Americans, only on television. (Allow approximately 15 minutes.)
6. ASK them to reflect on the viewing and report-writing and discuss these questions:

- a. How accurate is television's portrayal of those it does present?
 - b. What is the effect of television's omissions of major ethnic, racial, age and vocational groups?
 - c. Given TV input only, how full a picture do you have of the people it presents?
 - d. How would you feel about a Martian or other foreigners describing what America is like from television only?
 - e. What is TV's portrayal of religious faiths? Of persons of faith?
7. NOTE: Have a list of questions written ahead on newsprint that includes the above. (Option: have butcher paper also include latest Gerbner data on role representations.)

VI. Guidelines for Viewing: 15 Minutes - 116 Total

1. CALL attention to Worksheet #4, page 65.
2. ASK each group to write some guidelines for watching TV in a way that will help them be aware of stereotypic portrayals.
3. ASK groups to share some of their guidelines in brief, "call-out" fashion.
4. WRITE on butcher paper.
5. INVITE them to write guidelines in their workbooks to take home.

VII. Homework Assignment: 4 Minutes - 120 Total

1. ASSIGN homework for this session.
 - ASK group to read Chapter 3, page 53, "Stereotypes on Television."
 - CALL attention to Worksheet #5, page 67. ASK group to complete this four-step assignment.
 - ASK that group use the guidelines they have developed in all TV viewing.

--REMIND group that Part II of the Workbook, starting on page 161, has valuable additional reading.

2. ASSIGN homework for next session.

--ASK group to read the appropriate chapter.

--MAKE other homework assignments as desired.

End of Session

Leader's Manual

Television Awareness Training

Session IV - Television Advertising and Values

Purposes of this Session

1. Communicate the following:
 - a. Networks and stations sell audience.
 - b. Advertisers are major controllers of content of television.
2. Analyze common advertising techniques.
3. Reflect on values in commercials and compare with personal values.
4. Increase understanding of how industry operates.
5. Heighten awareness of how commercials sell.
6. Identify ways to counteract effects of ads.

Workshop Process

Through reflection on "required" reading, homework viewing assignments, and in-class viewing exercises, focus is brought to the role of advertising. Emphasis is placed on identifying the values of these "persuaders" and the power of their creators in defining television content.

Equipment and Materials:

16-mm projector/screen/extra bulbs/cords
film/commercials
magic markers/large sheets of paper/masking tape (or
blackboard/chalk)

Doing the Workshop

I. Opening: 20 Minutes - 20 Total

1. GIVE overview of session.
2. CALL attention to Worksheet #1, page 75.

3. SHOW film "Program Excerpts: Advertising;" purpose being to show most explicitly the heart of the medium.
4. ASK participants to call out short responses to the question, "What is the purpose of TV advertising?" WRITE answers down on butcher paper.
5. NOTE: Some of the items that need to come out are:
 - To sell products
 - Create good institutional/corporate image
 - Make mass production possible, thus cheaper products.
 - Maintain the US economic system
 - Promote the philosophy of constantly expanding production.
 Thus: create new human problems with a product ready to take care of the problem.

ASK follow-up questions as needed to get sharper focus:

- How does TV advertising affect economics structures and activities in the US?
- How does it affect ecology and use of resources?
- What are positive effects of TV advertising?

II. Analysis of Techniques used in TV Commercials: 30 Minutes - 50 Total

1. TALK about the state of the art of spot-making.
 - Fantastic costs
 - Behavioral research
 - Test marketing
 - Amount of work that goes into 30-second spot
 - All the different techniques used
2. REVIEW Worksheet #1 with group. Explain that they'll be seeing film again in a moment. They will be splitting up in groups of three or four and each group will complete Worksheet #2 for two commercials which leader will assign.
3. BREAK into small groups.
4. SHOW film, stopping at each break only long enough to ASSIGN a group two commercials from segment coming up. (There are nine segments and this can be done in any way that keeps it simple for leader. One way would be to simply assign each group a segment and let them choose any two commercials from that segment. Refer to assignments on log sheet of commercials.)

5. ASK persons in each group to work together filling out Worksheet #2.
6. ASK total group to call out short responses to the question: "How do they sell to us?" WRITE responses on butcher paper.

III. Values: 35 Minutes - 85 Total

1. ASK participants to look at Worksheet #1 and think about the spots. ASK them to call out (one word if possible) what are the values communicated by television commercials. WRITE these on butcher paper.

Participants write values on left column of Worksheet #3.

2. ASK group to call out human values they think are important. WRITE responses on butcher paper. Participants write values on right hand column of Worksheet #3.
3. NOTE: Leader may want to share the following commonly recognized listing of human needs:

- Enough food to sustain life and health
- Shelter and safety
- Love: closeness to others and to life
- Feeling of self-esteem, sense of worth as a human being
- Self-actualization or feeling of power

4. SPEAK to or LEAD brief discussion on the similarities and/or contriductions in the two lists. At this point, it may be a good idea for leader to speak briefly about what we know about television's ability to teach and influence behavior. And the problem of secondary messages.

5. INTRODUCE Worksheet #4, page 83.

6. BREAK group into same small groups again. ASK them to complete the sentences.

7. ASK individuals to call out responses to the question: "Who do the advertisers think I am?" WRITE chart responses on butcher paper.

8. PROBE as needed with following statements:

"The historians and archealogists will one day discover that the ads of our times are the richest and most faithful daily reflections that any society ever made of its entire range of activities." --Marshall McLuhan

"You deserve a break today." --McDonalds

"For the times of your life." --Kodak

"Advertising now compares with such long standing institutions as the school and the church in the magnitude of its social influence." --David Potter in PEOPLE OF PLENTY

"TV simultaneously seems to create tremendous anxiety and alienation in the poor, and emptiness and neuroses in the affluent." --Nicholas Johnson

"In the U.S. today, what is of value? And what is idolized? To find the answer, we should look first not to the American's profession of faith-and-value in his church and synagogue, but to the media and reflect back to him his values and goals." --Bill Fore in IMAGE AND IMPACT

IV. What To Do About It: 30 Minutes - 115 Total

1. NOTE: Ideally, the group is now concerned about the value messages of TV commercials and in a mood to do something about it. Leader will have to decide exactly where they are and how much direction they need in developing coping techniques. The goal of the session is for each participant to begin the creation of his/her own action plan for coping.
2. EXPLAIN the goal of this part of the session. ASK people where they are. OFFER to replay all or part of the film again. A possible process sequence in moving to coping techniques:
 - ASK participants to call out one word clues to how they are feeling about the whole subject of TV commercials and the values they portray.
 - SPEAK briefly about what some of the possibilities are; what other groups have done:
 - Watching TV with new awareness of what values are suggested and how those differ from one's own.
 - Joining groups such as ACT, which opposes ads in children's programming.
 - Writing letters to advertisers, networks, stations, FCC and FTC.

- Selective buying. Intentionally avoiding brand names which advertise in ways that violate your values or sense of appropriateness.
 - Looking out for dishonesty and deception.
 - Educating one's children to be aware of the purpose of commercials. Speak out when a TV commercial seems dishonest, or in other ways conveys messages which violate your values.
3. BREAK into small groups, each group to develop specific strategies for creatively coping with television commercials. Leader may want to assign a different area of emphasis to each group so that more depth is brought to this exercise.
 4. ASK groups to report. WRITE guidelines on the butcher paper. If time permits, DISCUSS as total group and search for practical ways of implementation.
 5. ASK each participant to write down the strategies from the butcher paper, adding others of their own.

V. Homework: 5 Minutes - 120 Total

1. ASSIGN homework for this session.
 - ASK group to read Chapter 4, page 69, "The Surprising Impact of Television Commercials."
 - CALL attention to Worksheets #5 and #6. ASK group to complete this homework.
 - REMIND group that Part II of Workbook, starting on page 161, has valuable additional reading.
2. ASSIGN homework for next session.
 - ASK group to read the appropriate chapter.
 - MAKE other homework assignments as desired.

End of Session

Leader's Manual

Television Awareness Training

Session V - Children and Television

Purposes of this Session

1. Create an open, trusting, communicative group.
2. Provide group with information about workshop session purpose, scope, length, format.
3. Help participants become aware of:
 - a. The amount of time children devote to television.
 - b. The type of programming children watch.
 - c. The major effects television has on children.
 - d. How the child audience is seen by the broadcast industry.
4. Enable participants to experience and feel, as a group and as individuals, the ways in which television affects the values, attitudes and behavior of children.
5. Begin the process of enabling each individual or family to design new coping techniques for dealing with television.

Workshop Process

The workshop guide material is designed to accomplish these purposes through the presentation of new information, use of the experiences of the participants, group processes and exercises, television program excerpts, group discussion, and discovery of new coping techniques. The primary role of the trainer is to create process which enables persons to learn and discover for themselves.

Equipment and Materials:

Butcher paper
16-mm projector and screen, extra lamps, extension cord
Felt point markers
Name tags
Masking tape

Doing the Workshop

I. Opening: 8 Minutes - 8 Total

1. NOTE: Purpose of this exercise is to:
 - Create the group
 - Demonstrate that participants set agenda of concern
 - Focus concern on children and television
2. SUGGEST that in terms of children and television, each participant is an expert in his or her home.
3. ASK participants to shout out short phrases that express concerns or questions they have about television and children.
4. WRITE phrases down on butcher paper, repeating the words verbally. This is a free-wheeling, anything-goes process.
5. PROBE to see if younger participants remember their own use of TV as a child:
 - Who were special heroines/heroes?
 - Did they want things they saw advertised?
 - Did they want to be like certain characters?
 - Did they carry TV situations over to play?

II. TV As Teacher: 22 Minutes - 30 Total

1. INTRODUCE the film "TV: The Anonymous Teacher." SAY that it:
 - Provides rare opportunity to see children as they view.
 - Reports what a group of researchers has found out about children and television.
 - There is controversy about how much influence TV has on children. The researchers seen in the film believe TV does have significant influence. The majority of other researchers who have done work in this field agree.

2. SHOW film. (15 minutes)
3. ASK for immediate responses and WRITE them down.
 - What are you feeling?
 - What stands out most vividly?
 - What are the main areas of concern of these researchers?
 - What direct learning from TV have you noted in children?
4. CALL ATTENTION to the concerns written down in the opening exercise. ASK if anyone wants to add additional concerns. WRITE down any new ones.
5. SUMMARIZE film experience, noting that film focuses primarily on:
 - All TV is educational
 - Commercials
 - Stereotyping
 - Violence

SAY film deals with problem of children watching adult programs, but does not get into question of how much TV should children view. SUMMARIZE quickly the Horace Mann Nursery School experiment and results. (See page 165, "How TV Changes Children.")

III. Children as a Market: 15 Minutes - 45 Total

1. BREAK into groups of 3 or 4 to discuss children and TV advertising.
2. POINT OUT:
 - More than 20% of program time is made up of commercials. At completion of high school, average person has seen 350,000 commercials - equal to 1½ years of 8-hour days.
 - Commercials often get higher attention than other programming.
 - They model a great deal of behavior in appealing ways.

--Almost all commercials in children's programs are selling toys and highly sweetened foods.

3. ASK small groups to discuss commercials. SUGGEST they consider such questions as (WRITE these down for them):

--Have you bought things your child saw advertised on TV?

--Have your children been disappointed or angry about:

- Toys smaller than they looked on screen?
- Toys that came unassembled?
- Toys with no batteries or with fewer components than child saw on screen?

--What do you think the accumulated message is from seeing 350,000 commercials?

4. EXPLAIN that the Federal Trade Commission (FTC) is responsible for regulating product advertising. FTC requires that TV commercials include information when batteries are not included, when product comes unassembled and when not all components seen on the screen are included when child buys the toy... GIVE additional information on verbal disclaimers and sub-title disclaimers.

5. LEAD brief discussion on whether such practices are fair to children.

--Do they think children understand phrases such as "sold separately" or "partial assembly required"?

--What about sub-title disclaimers for children who can't read?

6. ASK group to call out changes they would like to see in TV advertising aimed at children. WRITE down responses.

IV. Children and Stereotyping: 20 Minutes - 65 Total

1. SAY the film dealt with television's tendency to present stereotyped views of women and minorities. EXPLAIN that researchers have found that the way TV viewers develop attitudes about persons and groups involves two steps:

--Recognition (is the person or group shown and how frequently?)

--Respect (is the person or group shown in a positive way, with status, authority, power?)

2. CALL attention to Worksheet #2, page 95.
3. ASK participants to break into new groups of 3 or 4 for the exercise described in the worksheet:
 - Imagine your child was watching the program samples in the film.
 - How do you feel about your child viewing such programs?
 - What kind of information would you like your child to have about the role of women in society? The role of minority persons?
 - Write down a list of examples your group can think of which demonstrates television's tendency to present stereotyped images of persons.
4. NOTE: While groups are working, you may want to write information about TV's presentation of women and minorities, using Chapter 3 as reference.
5. ASK a spokesperson for each group to go to butcher paper and briefly share his or her group's responses.
6. LEAD a group call-out of positive counterparts of the problem - characteristics the group would like to see on TV for their children or examples already on TV that avoid stereotyping.
7. WRITE characteristics/examples on butcher paper.

V. Children and Violence: 18 Minutes - 83 Total

1. REMIND group of Alberta Siegel's remark in the film about children above age six and seven viewing mostly adult programming. MENTION fight scene from film. (Man strangling another man while woman watches.) ASK group to call out how they would feel if it had been their child watching that scene.
2. EXPLAIN that researchers find children are much more likely to learn from what they see when:
 - The action shown is successful in achieving a desired result.
 - The action is shown as acceptable or gets approval.

SAY that in about half of conflicts shown on dramatic TV programs, violence is shown as a successful and acceptable way of dealing with conflict.

3. CALL attention to Worksheet #3, page 97.

4. ASK groups to discuss and react to the two situations:

--Your child asks permission to watch a show such as "Hawaii Five-O," "Mannix," "The Untouchables," or any other program where there is sure to be at least one murder.

--Your child says there is going to be a real-life murder in the neighborhood and asks permission to go and watch.

Questions: What would you do in each case? How different are the two situations? What effect do you think each situation would have on the child? If you say Yes to either request, what does this say to the child about your attitude about violence?

5. ASK entire group to yell out changes they would like to see in TV programming regarding violence. WRITE comments on butcher paper.

6. EXPLAIN that TV industry says it needs to present hard action or violent programs for both children and adults because that approach attracts a good audience. Cite results of study on Lassie episodes. Research indicated that action was required for highest audience appeal, but that the action did not have to include violence or highly aggressive incidents. Research showed equal audience attention for Lassie programs that were highly aggressive and anti-social and for programs that were pro-social and not highly aggressive. Explain that because of such research, researchers question the industry reason for violent shows.

VI. Positive Children's Programming: 17 Minutes - 100 Total

1. SAY that industry has produced successful shows that are not highly aggressive or violent. We are about to see examples of programs that got good ratings and are what the researchers call pro-social, providing the kind of behavior parents might want their children to imitate.

2. CALL attention to Worksheet #1, page 93. SAY that the item 3, the Euell Gibbons commercial, is seemingly positive, with a hidden negative effect.

3. SHOW film "Program Excerpts: Positive Children's Programming."
4. ASK for called out responses to the examples from whole group. (Except some negatives such as dull, boring.) Remind group that program did attract children and are not intended for adults. Instead, they are very intentionally aimed at the specific needs of children. It is rare (and probably less profitable) for programs to focus so closely to child needs. Most programs are aimed at the broadest possible age range.
5. EXPLAIN why producers tend to prefer hard action programming:
 - Intense action is often cheaper to produce than programs with good interaction between characters.
 - Such programs can be easier to write.
 - Such programs are more fun for the adults on production team who may get bored with children's programming.
 - Such programs can attract children without bothering with other special interests or needs of children.
6. EXPLAIN the problem of a dangerous secondary message in the Euell Gibbons commercial. (See page 299.) CITE as example of how careful program producers must be and what a responsibility they must take when they address messages at children.
7. SAY the instructions that producers of children's programming tend to get are something like "create something that will attract children to the screen in large numbers so that we can sell our products and make money." Consider for a moment what the situation might be if teachers or parents were giving the instructions to producers of children's programs. Would not their instructions be very different?
8. CALL attention to Worksheet #4, page 99.
9. ASK participants, in groups of three, to create a list of instructions of not more than five items they would like to hand to producers of programming for their children.
10. ASK groups to report. WRITE brief statements on the butcher paper, noting patterns and repetitions.

VII. Creating Guidelines for Use
of TV in the Home: 17 Minutes - 117 Total

1. NOTE: The purpose of this exercise is to begin the creation of guidelines for creative and positive use of television by children in the home.
2. PROVIDE following input:

Alberta Siegel has called television the school system without a schoolboard where no one certifies teachers or approves the curriculum.

Aimee Liefer points out that parental supervision of viewing, including in company with children, is the strongest factor in determining what the effect of television will be on a child.

3. ASK groups of three to discuss creation of guidelines for the use of TV in homes with children. ASK groups to write down their guidelines on Worksheet #5, page 101. SUGGEST they refer to concerns written down in exercise one.
4. ASK each group to report. WRITE their guidelines down on the butcher paper. Allow some total group interchange during this process. PROBE for personal experiences that support ideas.
5. NOTE: Be prepared to add other important guidelines from Aimee Liefer article, page 161, and Gloria Kirshner article, page 183.
6. ASK each participant to create his or her own list of guidelines for use in the home, using Worksheet #6, page 103.
7. CONCLUDE by reviewing the guidelines. POINT OUT that parents play a very important role in what children view and what they learn.

VIII. Homework: 3 Minutes - 120 Total

1. ASSIGN homework for this session.

--ASK group to read Chapter 5, page 89, "Children and the Television Experience."

--CALL attention to Worksheet #7, page 105. ASK group to complete this homework.

--REMIND group that Part II of Workbook, starting on page 161, has valuable additional reading on children and TV. SUGGEST, as a minimum, they read Aimee Leifer article, page 161, Gloria Kirshner article, page 183.

2. ASSIGN homework for next session.

--ASK group to read the appropriate chapter.

--MAKE other homework assignments as desired.

End of Session

Leader's Manual

Television Awareness Training

Session VI - Human Sexuality

Purposes of this Session

1. Communicate the following concepts:
 - a. All relationships--including those presented on television programs and commercials--communicate attitudes about sexuality.
 - b. Television often portrays sexual relationships as superficial, stereotypes, violent and manipulative.
 - c. Television uses sexual images to sell products.
 - d. Television ignores or treats lightly, through innuendo or humor, broad ranges of the human sexual experience.
 - e. Television's difficulties with sexual portrayals reflect and perpetuate person's and society's discomfort with sexual expression and disagreement about sexual values.
2. Clarify personal sexual values, feelings and attitudes, comparing and contrasting these with television portrayals of human sexuality.
3. Expand awareness of the types of human sexual problems and possibilities which could be dealt with on television and recognize the groups and persons who are not represented.
4. Discuss how the broad variety of human sexual experiences should be presented on television and discover the difficulty of consensus.
5. Develop action processes for the individual, family and community.

Workshop Process

The workshop is designed to accomplish these purposes through group process, viewing of program and commercial excerpts, small group discussion, and development of alternative programs and formats for dealing with human sexuality.

The workshop session is divided into two parts: looking at what is and how individuals and families respond, and developing what could be and how it could be achieved.

Equipment and Materials:

Butcher paper
16-mm projector and screen, extra lamps, extension cord
Felt point markers
Name tags
Masking tape

Doing the Workshop

I. How We Communicate Our Sexuality:

18 Minutes - 18 Total

1. NOTE: Introduce the session in a way that immediately gives a broad definition of human sexuality. For example:
2. SAY that the different parts of the person--political, sexual, spiritual, social, vocational, physical, intellectual--are all part of the total person. It surprises some people to learn that we communicate sexually all the time. We're about to see a couple of program excerpts. Look for ways in which the individuals communicate their sexuality--overtly, covertly, verbally, non-verbally. Cues are: moods of friendliness, interest and affection--contrasted with threats, put-downs, come-ons.
3. CALL attention to Worksheet #1, page 115.
4. SHOW first segment of film "Program Excerpts: Human Sexuality." (Segment ends with Fronzie in Happy Days.)
5. ASK group for ways in which they saw sexual messages being communicated. WRITE responses on butcher paper.
6. ASK group for observations on ways they themselves or others (not on TV) communicate sexually--for example, man/man, woman/woman, man/woman, child/child, adult/child. WRITE responses on butcher paper.
7. REVIEW what has been written, observing that we do express our sexuality in a variety of ways.

II. How We Feel About TV Presentations of Sexuality: 22 Minutes - 40 Total

1. SHOW the rest of the film. (Ends with MASH episode.)
SUGGEST that participants use Worksheet #1 while viewing film.
2. BREAK into small discussion groups.
3. ASK small groups to discuss feelings they had while watching each segment. SUGGEST they mark on Worksheet #1 the episodes they felt most strongly about.
4. BRING total group back together.
5. CALL attention to Worksheet #2, page 117.
6. ASK each person to use Worksheet #2 to identify what his or her strong feelings were toward the episodes checked on Worksheet #1.
7. ASK each person to identify their feelings as positive or negative and put a plus or minus on the feelings indicated on Worksheet #2.
8. HAVE each person report the number of negatives and the number of positives on their sheets.
9. WRITE the numbers on butcher paper and tally for a group score. Separate by male and female responses.
10. LEAD discussion focusing on:
 - a. Similarities of feelings
 - b. Differences of feelings
 - c. Reasons for strong feelings

III. Information TV Communicates: 10 Minutes - 50 Total

1. ASK group to discuss the significance of what TV seems to communicate about sexuality. Consider the following:
 - a. In what ways does television make people feel sexually inadequate and in need of commercial products?
 - b. Does the absence of genuine, warm sexual relationships on TV suggest a similar absence in our society?
 - c. What are acceptable sexual behaviors on television?
 - d. What sexual behaviors and lifestyles are under-represented on TV? Which are over-played? For

- example: violent, transitory, nuclear families, gay people, older people, married, unmarried, single parents, single singles, communal living.
- e. What does TV say about the sexuality of women?
Of men?

IV. Individual and Family Response to Sexual Images and Information on Television: 20 Minutes - 70 Total

1. LEAD discussion on whether or not TV motivates sexual discussions in the family.
2. REMIND group of the effects on children of "open" and "closed" family communication systems. There are messages in the fact of discussing a subject as well as in the actual words of the discussion. There are messages in the fact that certain subjects are not open to discussion.
3. BREAK into small discussion groups. ASK them to discuss ways in which parents and other adults can use television to open conversations, give new and accurate information, change attitudes either negatively or positively.
4. ASK same groups to discuss ways in which TV influences behavior and sexual relationships. WRITE questions for groups on butcher paper:
 - a. Have TV images stimulated sexual intercourse?
 - b. Does one person shut out another while watching TV?
 - c. Does TV watching provoke arguments?
 - d. Do TV images on sexual subjects obstruct conversation and make sex a more taboo subject?
 - e. Do stereotyped images of men, women and children create unreal expectations?
 - f. Do the models of marriage TV portrays create unreal expectations, either negative or positive?

V. How Television Might Be: 25 Minutes - 95 Total

1. TELL group that in the Susan Franzblau article, page 109, she states she is as concerned about the human sexuality that is missing from TV as she is about what is shown. She feels that real and caring human sexuality is greatly under-represented on television.
2. SHOW the last part of film again, the four more positive examples which begin with a young girl's first kiss (Waltons).

3. ASK group for any new insights or awareness about the sexual values these episodes communicate.
4. CALL attention to Worksheet #4, page 121. Allow participants to quickly fill out. This worksheet is for each person's own use and for sharing as desired.
5. ASK group, item by item, if anyone thinks the examples on Worksheet #4 could be handled sensitively and responsibly on TV. On some items, you may want to ask for brief illustrations of how the subject could be handled tastefully.
6. NOTE: This exercise can illustrate the diversity of judgment on what is possible on TV. You may want to PROBE those areas where no one believes it can be treated on TV. CHECK for discrepancies between what is common practice in the society and what can be presented on TV. CHECK for relationship between need for more information and what has been seen on TV.
7. BREAK into small discussion groups and make program assignments from Worksheet #3, page 119.
8. ASK groups to report back to total group describing or role-playing how program would be handled and why it should be on TV.
9. LEAD discussion on what group has learned and how they feel about the exercises involving Worksheets 3 and 4. LISTEN for:
 - a. Dominating beliefs/opinions
 - b. Areas group was fearful of handling
 - c. Diversity of judgment
 - d. Diversity of need
 - e. Diversity on accuracy of information

VI. Making Changes: 20 Minutes - 115 Total

1. ASK participants who they think should decide how sexuality is portrayed on TV. MENTION such possibilities as:
 - a. Advertisers
 - b. Networks and stations
 - c. A public board, national or local
 - d. A standard of public need for information

- e. A code of community values and standards
 - f. Federal Communications Commission
 - g. Public pressure groups--citizens leagues, women, churches, prostitutes, school boards, gays, ACLU, censorship boards
2. EXPLAIN that any citizen group, such as the workshop participants, have legal standing and rights in determining what will be broadcast.
 3. LEAD a discussion on what action the participants would like to take to support present TV programming or to work for changes. Discussion should include possibilities involving the FCC, advertisers, stations and networks, citizens action groups.
 4. BREAK into same small groups. ASK groups to develop five or six guidelines for using TV in the home in a way that deals with concerns about human sexuality on television.
 5. NOTE: Guidelines might deal with such things as what kinds of programming is watched, whether or not parents talk with children about portrayals, list of negative and positive types of behaviors/lifestyles which one should look for, ways of becoming more aware of feeling level reactions to portrayals.
 6. ASK groups to report on guidelines.
 7. SUGGEST that participants spend a few minutes now creating their own guidelines, drawing on the ideas presented.

VII. Homework Assignment: 5 Minutes - 120 Total

1. ASSIGN homework for this session.
 - ASK group to read Chapter 6, page 109, "Television and Human Sexuality."
 - ASK group to read the Sister Elizabeth Thoman letter, page 287.
 - CALL attention to Worksheet #5, page 125. ASK group to use this worksheet in their TV viewing.
 - REMIND group that Part II of workbook, starting on page 161, has other valuable additional reading.

--SUGGEST that the group try some or all of the following:

- a. Experiment with using sexuality incidents on TV as conversation starters with family members or friends. Compare reactions to the appropriateness or accuracy of portrayals.
- b. When viewing with children, talk with them about their perceptions of what they've seen. Note any surprises.
- c. Write at least one letter to station, network and sponsor commending how human sexuality was treated on a program.
- d. Write at least one letter about objectionable examples of human sexuality. Be specific about date, name of program, station. Suggest alternative treatment of the topic.
- e. Read "Television and Sexuality," page 109.
- f. When you can be alone and uninterrupted, take some time to fill out Worksheet #4. Discuss with others if you desire.

2. ASSIGN homework for next session.

--ASK group to read the appropriate chapter.

--MAKE other homework assignments as desired.

End of Session

Leader's Manual

Television Awareness Training

Session VII - News

Purposes of this Session

1. Create an open, trusting communicative group.
2. Provide group with information about the session's purpose.
3. Help participants become aware that:
 - a. News is a "selection" process for both the Broadcasters and the viewer.
 - b. There are economic determinants in the news business.
 - c. They, as individuals, can develop guidelines for what they consider to be good television news service.
 - d. There are different ways of reporting the news.
4. Begin the process of creative, critical consumption of news programs by individuals and families.

Workshop Process

The workshop guide material is designed to accomplish these purposes through the presentation of new information, use of the experiences and feelings of the participants, use of group processes and exercises, viewing of television excerpts, group discussions and discovery of new critical techniques. The role of the leader is to guide the process which enables people to learn and discover for themselves.

Equipment and Materials

16-mm projector and screen, extra lamps, extension cord
Butcher paper or newsprint sheets
Name tags
Masking tape
Water-base markers for name tags and for writing on
butcher paper

Doing the Workshop

- I. Opening Process: 15 Minutes - 15 Total

1. NOTE: The purpose of this first exercise is to:

Create the group

Demonstrate openness to group's ideas and opinions

2. ASK people to divide into groups of 5 or 6 and to list (and discuss) three things they each like and three things they dislike about television news programs. ASK groups to report. WRITE responses.

II. News as "Sensation": 30 Minutes - 45 Total

1. NOTE: The purpose of this exercise is to focus on use of "sensational" news stories, and to establish that such stories both attract and repulse their viewers. And to note that, since the wider the audience the better, anything which attracts is used.
2. DESCRIBE news as a "selection" process where information is intentionally selected for presentation and say that the purpose of these exercises will be to focus on what is "selected" as news, by whom, and why.
3. SHOW first film segment (Sensationalism).
4. ASK each person to write in his or her workbook (Workbook #2) the things that repulsed them. SAY that it is quite natural to be attracted to certain things about such news presentations, that it why they work--people are attracted to them, at the same time they might be repulsed or offended by them. We will not share what we write now. This is for your own reflection. Be frank with yourself. What things we just saw attracted or interested you, and what things repulsed you?
5. ASK groups to re-form and to discuss the reasons why news might be the way it is. For instance:
 - a. It is important to attract a large audience.
 - b. What effect does this need for a large audience have on story selection and style of presentation?
6. ASK groups to report on the reasons they came up with. Write them on butcher paper.
7. CHECK list, which will/should include the following:
 - a. People want it.
 - b. People like it.
 - c. Ratings are high.
 - d. That's the way it is in the world.
 - e. Money.

8. RECALL information to confirm each of these ideas (from chapters in T-A-T book):
 - a. People want it and like it (indicated by the ratings).
 - b. The phenomenon of news consultants comes about to boost ratings and increase profits.
 - c. Research suggests that heavy television viewers believe there is more violence in the world than do light viewers.

III. The Marketing of Tragedy: 15 Minutes - 60 Total

1. NOTE: The purpose of this session is to reflect on the pandering and marketing of tragedy by television news programs.
2. ASK again for small groups (5-6) to reflect together on how they might go about informing someone of a death. How would you tell someone of a death that has occurred in their family?
3. TELL the groups about reactions to news gathering in the area of the Big Thompson River in Colorado. Soon after the 1976 flood there, "authors" appeared on the scene gathering pictures and stories of the tragedy. Before clean-up operations had begun, photographers and writers were there preparing a booklet that could be "quickie" published and sold, and thus capitalize on this tragedy. Survivors were enraged at this activity, and began to question the rights of these entrepreneurs to do what they were doing.
4. ASK groups to discuss how they would feel if they were residents of the Big Thompson area who had lost loved ones or homes to the floods and then saw their tragedy turned to economic advantage.
5. SHOW film segment (Commercialized tragedy).
6. POINT OUT that both cases (the Big Thompson story and the news stories) are the "marketing" of tragedy and ask groups to discuss how the two kinds are different and how they are similar.

IV. News as "Show Business": 25 Minutes - 85 Total

1. NOTE: The purpose of this section is to focus on the "show business" aspects of news programs.

2. DESCRIBE briefly the history of news consultants (there is an article on their history starting on page 265 of the Workbook).
3. LIST several things that consultants have suggested to local news programs (on butcher paper, or have written out ahead of time), such as:
 - a. Sex
 - b. Crime
 - c. Banter
 - d. Hyped-up weather
 - e. Lots of film stories
 - f. Short stories
 - g. Less story development
4. ASK group to look for these and other non-news "show biz" elements in the following film segments.
5. SHOW film segment (Trivia and Happy Talk).
6. ASK whole group to "call out" comments on what was shown of different show-bizzy, non-news items.
7. INTRODUCE the scout metaphor: Any tribe requires scouts who will go out and survey the surroundings for the whole tribe. Think of yourselves or your community as a tribe and your news services as "scouts" who will go out and seek information for you about dangers, enemies, resources, opportunities, and living conditions on the trail or in the days ahead. In your small groups, discuss a bit about whether the most successful scout should be the one who is most accurate in his/her reports to you, or the one who is able to put on the best show and gather the largest audience. Which will help me survive? Which is important to my well-being?
8. ASK small groups to discuss this.
9. LEAD a whole-group call-out of small group questions about the metaphor and answers to it. Also discuss what role news plays in our lives and begin to consider what role it should play.

V. In-Depth News: 30 Minutes - 115 Total

1. NOTE: The purpose of this exercise is to examine some in-depth news samples and to wrap-up the session.

2. SAY that one of the causes of "trivialization" of television news has been the limitation of time and its requirement of brevity in news handling. These next segments show some in-depth handlings of news programs.
3. SHOW film segments to the end (In-depth news and Cronkite).
4. LEAD a whole group "call out" (write on butcher paper) on how the "scout" function is carried out by such in-depth program formats. Possible questions and answers:
 - a. How is it better than most?
--More information can be given.
 - b. How is it worse than most?
--Fewer people watch (usually).
5. SAY what Walter Cronkite said, "That's the way it is. . ." Is it? And in what sense it it?
6. CALL attention to Worksheet #3. ASK the group, as individuals, to write in their workbooks on what kind of news they would like to see more of and what kind less of.
7. CALL attention to Worksheet #4. ASK group also to develop 2 or 3 guidelines for watching television news.
8. ASK the group to move again to their groups of 5 or 6 and to share on what they listed as likes and dislikes and to share on what guidelines they have developed.
9. ASK groups to report on guidelines. WRITE on butcher paper.

VI. Homework Assignments: 5 Minutes - 120 Total

1. ASSIGN homework for this session.
 - ASK group to read Chapter 7, page 127., "There's No Business Like Show Business."
 - SUGGEST, as additional reading, articles by Eric Levin, page 255, Eric Sevareid, page 261, and Edward Barrett, page 265.

- ASK group to view two different news programs on the same night, both local or both network, and compare the news selections.
 - ASK group to use the guidelines they developed in all viewing of TV news.
2. ASSIGN homework for next session.
- ASK group to read the appropriate chapter.
 - MAKE other homework assignments as desired.

End of Session

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Session VIII - Decisions and Strategies for Change

Purposes of this Session

1. Update guidelines for use of TV in the home.
2. Resurface and review the primary concerns participants have about TV.
3. Begin to deal with those concerns in terms of home, community, and national actions aimed at change.
4. Establish that each citizen has legal rights and obligations concerning what is broadcast.
5. Provide basic information on the roles played by networks, advertisers, and local stations with emphasis on where the entry points are for citizen action.
6. Provide basic information about the FCC and a station's legal obligations.
7. Establish a citizen's right of access to stations' public file.
8. Provide information on resources and citizen action models.
9. Provide model of first steps in station monitoring.

Workshop Process

The workshop plan is designed to accomplish these purposes through the presentation of new information, group processes and exercises, group discussion, and discovery of new coping techniques. The primary role of the leader is to create process which enables persons to learn and discover for themselves.

Equipment and Materials:

Felt point markers
Butcher paper/newsprint
T-A-T Workbook
Masking tape

Name tags

Issue of TV GUIDE for every three or four persons--ask participants to bring from home

Doing the Workshop

I. Re-identifying Concerns: 5 Minutes - 5 Total

1. NOTE: It is assumed that this is not a first workshop session. In cases where it is a first session, leader will need to modify process somewhat.
2. SAY that group has already developed an awareness of TV's potentials and problems. Purpose of this exercise is to re-identify strong concerns so that appropriate actions for change can be planned.
3. ASK group to look back and identify strongly felt concerns about television. Each person should identify and call out at least one concern. WRITE concerns on butcher paper. PROBE to make sure everyone understands the concerns. POINT OUT any duplications that suggest common concerns.
4. SAY that group will now move on to explore what participants can do:
 - In the home
 - In the local community
 - Beyond the local community

II. Updating of Guidelines: 25 Minutes - 30 Total

1. ASK participants to report experiences of using TV differently. PROBE for success models, PUSHING participants to give concrete details of ideas and plans they have used with success. You are looking for imitable models of strategies that work with individuals, with families.
2. WRITE responses on butcher paper.
3. SAY that each person's or family's set of guidelines is a living document that should keep changing and growing. SUGGEST that guidelines be written and posted where everyone in a home can refer to them. SUGGEST that families meet periodically to discuss, add and subtract.

WARN group that this is an experimental process. Many ideas may need to be tried to find those that work. What works for one person or family may not work as well for another.

4. CALL attention to Worksheet #1, page 153. ASK each participant to update his or her list of guidelines. SUGGEST that members of same families may want to work together. REMIND group that any guidelines developed in earlier workshop sessions should be drawn upon.
5. CONCLUDE by SAYING the participants can be a continuing resource to each other by sharing ideas and successes. SAY you will talk more about that later in this session.

III. Understanding the Television System:

10 Minutes - 40 Total

1. NOTE: This is a very important exercise. There is great confusion among most persons about how the television system functions. Do not assume that your group has much advance information. The information that is gained in this exercise will empower participants.
2. EXPLAIN that television broadcasting is a complex system which involves several different groups. The public is one group. SAY each citizen has power, but few use that power because they don't understand the system, don't realize they have legal rights and responsibilities. (USE Chapter 8 for reference, as needed.)

The groups include:

- Federal Communications Commission (FCC), the federal agency that licenses stations to use specific channels and sets standards for station performance.
- Federal Trade Commission (FTC) sets standards for truthfulness and consumer safety in commercials.
- Commercial TV networks (ABC, CBS, NBC), develop and sell programs and feed programs and commercials by wire to their owned stations and affiliate stations. Stations may elect to carry or not carry any network feed. Networks are not licensed and FCC has no legal authority over them.
- Station: is licensed by the FCC and must take responsibility for serving the public interest and must do

research to determine the needs of the community. It must serve all the community. Station promises a standard of performance in the license renewal application it makes every three years and can be held accountable for failure to live up to promised performance.

- Advertiser/sponsors: Pay stations for the right to carry product messages. Purpose of most programs is to deliver viewers to the advertiser. Viewer purchases of products pay for commercial television.
 - Program syndicators: A sort of alternate network. Syndicators distribute programs on video tape or film to stations. These include films, previous network series, specials. Much of the advertising on syndicated programs is local.
 - The public (you): You are much more than a consumer of TV. Your legal rights in the broadcast system have been established. Stations are required to serve the public interest. You can be a passive victim of the system or an active participant. It is important to understand that we live in an advocacy system. Many things happen because a group or individual is active in making something happen. A passive public deprives the broadcast system of an important advocate for responsible serving of the public interest.
 - National Association of Broadcasters (NAB): A professional broadcaster group which sets standards for member stations. Majority of TV stations are members. NAB sets guidelines for minutes of commercials per hour, content of commercials. Their goal is self-regulation.
3. ASK for questions, making certain that everyone now has a quite clear understanding of the TV broadcast system. POINT OUT that the power of the public is built into the system by requiring each station to take responsibility for what it airs or chooses not to air. It cannot turn that responsibility over to any other party, such as a network. Thus, there is great opportunity for influencing television in your own community.

IV. A First Step in Station Monitoring:
20 Minutes - 69 Total

1. EXPLAIN that goal of this exercise is to take a close look at a station's programming day as preparation for taking action for change.
2. BREAK into groups of 3 or 4. ASK groups to use TV GUIDE and look at one day's programming for one commercial TV station. They are to look for such things as:
 - What programming should be commended?
 - What programs would you like to see discontinued?
 - What programs should be shifted to another time?
 - What programming is missing?
 - What programs can be identified as local origin?

WRITE these on butcher paper.

3. WRITE (while the groups are at work) the following list of elements which the FCC says are usually necessary in programming that services public interests, needs and desires:
 - a. Opportunity for Local Self-Expression
 - b. The Development and Use of Local Talent
 - c. Programs for Children
 - d. Religious Programs
 - e. Educational Programs
 - f. Public Affairs Programs
 - g. Editorialization by Licensees
 - h. Political Broadcasts
 - i. Agricultural Programs
 - j. News Programs
 - k. Weather and Market Reports
 - l. Sports Programs
 - m. Service to Minority Groups
 - n. Entertainment Programming
4. CALL attention to FCC list.
5. ASK groups to feedback and WRITE down responses:
 - What would you like to commend?
 - What would you like to change/add?

6. EXPLAIN that this has been a very simple example of monitoring a station to look at its performance. A full monitoring effort would be much more ambitious. SAY that monitoring is a necessary step prior to action. Any requests for change must be very specific.

V. Strategies for Change: 15 Minutes - 85 Total

1. EXPLAIN that the goal now is to examine ways of moving the actual programming in your community closer to the ideal programming you have developed.
2. SAY that the participants are a select, concerned citizen group. As lone individuals your power is limited. But by sharing concerns and working together, such a group can become a community action group with power to make important changes in how television serves the needs of your community.
3. ASK participants to turn to page 141, DECISIONS AND STRATEGIES FOR CHANGE.
4. GO THROUGH pages 141-151, page by page, lifting up main ideas. INVITE questions.
5. LEAD discussion on action possibilities, trying to get sense of how active various participants may want to become.

VI. Planning a Campaign for Change: 22 Minutes - 107 Total

1. EXPLAIN that next step is to become three different citizen groups, each planning a campaign to improve television.
 - Group 1: Work with station management
 - Group 2: Work with local advertisers
 - Group 3: Work with networks, national/regional advertisers, government agencies and representative
2. BREAK into groups, allowing individual interests to play a role in grouping if possible. ASK each group to devise an active campaign for change.

3. ASK a spokesperson for each group to describe their campaign. PROBE for specifics. ENCOURAGE persons from other groups to ask questions. WRITE down main points made by each group. Be prepared to ADD ideas of your own.
4. NOTE: Some natural leadership selection will be occurring in the choice of spokespersons. These spokespersons could be the potential core of an on-going citizen action group.

VII. Next Steps for Change: 8 Minutes - 115 Total

1. NOTE: Obviously, there is not time in this session to go much farther into action possibilities and plans. Also, community action is quite selective. Not everyone cares to or has the talent to engage in it. The group now has a good idea of the possibilities and the work involved.
2. ASK the group what they would like to do on a continuing basis about their concerns, as individuals and as a potential community group.
3. NOTE: You, as leader, now have several options if there is interest in continuing action:
 - Suggest that T-A-T book has a great deal of information which will help persons wanting to move into community action.
 - Sample group to see how many are interested in additional meetings, offering to meet with them once to help them get started.
 - Offer to meet with such a group, formally or informally, several times to study in detail and make specific action plans with assignment of action tasks. Volunteer your time for this or ask for an honorarium.
 - Alert them to any groups that may already be operating in your community.
 - SAY that one possibility for those who want to concentrate on how TV is used in the home is to plan how group can continue sharing ideas/experiences.

VIII. Closing: 5 Minutes - 120 Total

1. SUMMARIZE action possibilities, touching on:

- The importance of guidelines for using TV in the home.
- The individual citizen's right to examine the station's public file, and that such visits tell the station they are being watched for performance.
- The power of dialogue with station people and local advertisers.
- The power of letters of commendation and protest to stations, networks, advertisers, the FCC and FTC.
- The power of monitoring stations to check performance.
- Possibilities for petitioning against license renewal.
- Possibilities for coalition-building with other interest groups - senior citizens, teachers, churches, children workers, consumer groups, and others.
- Possibilities for political action on a national level.

A P P E N D I X B

T - A - T E V A L U A T I O N

T-A-T Evaluation

This questionnaire is being given to you so we can have some information to help us update our T-A-T training materials. We do not wish to have your name on this questionnaire but ask that you use an identifying number that you will remember for use on the second questionnaire. The last four digits of a friend's telephone number are usually easy to remember.

Identifying number _____

Age _____

Sex _____

Do you have children? _____

Do you have a college degree? _____

1. In 1976 those homes in America with working television sets outnumbered those homes with indoor plumbing.

strongly agree agree undecided disagree strongly disagree

2. In 1975 the average American TV set was on for an average of more than six hours a day, six days a week.

strongly agree agree undecided disagree strongly disagree

3. Television reaches more individuals than any other communications medium in our society.

strongly agree agree undecided disagree strongly disagree

4. The primary function of television is to gather large audiences to which products and services can be sold.

strongly agree agree undecided disagree strongly disagree

5. Television affects the average person's attitudes, values, and behavior.

strongly agree agree undecided disagree strongly disagree

6. Television is primarily an entertainment and news medium.

strongly agree agree undecided disagree strongly disagree

7. Television is primarily an educational or value-setting medium.

strongly agree agree undecided disagree strongly disagree

8. Violence is a major program element in television programming.

strongly agree agree undecided disagree strongly disagree

9. Violence is used as an appropriate way to solve problems in many television programs.

strongly agree agree undecided disagree strongly disagree

10. Police and "good guys" use violent means to solve problems in many television programs.

strongly agree agree undecided disagree strongly disagree

11. Violence is portrayed in television as personal and not societal.

strongly agree agree undecided disagree strongly disagree

12. Television violence may perpetuate a willingness to accept increased police and military power.

strongly agree agree undecided disagree strongly disagree

13. Television violence may lead to an increased acceptance of violence as normal behavior in our society.

strongly agree agree undecided disagree strongly disagree

14. Children and adults learn behaviors from televised models.

strongly agree agree undecided disagree strongly disagree

15. Television is a much more convincing teacher when parents seem to accept or affirm what is happening on the screen.

strongly agree agree undecided disagree strongly disagree

16. Television programs generally present an accurate representation of occupational roles in American society.

strongly agree agree undecided disagree strongly disagree

17. Women and minorities are generally presented in a positive manner in television programs.

strongly agree agree undecided disagree strongly disagree

18. Children who are heavy television viewers show significantly greater identification with traditional sex roles associated with their own sex.

strongly agree agree undecided disagree strongly disagree

19. Older adults (65 and over) are adequately represented in television programming.

strongly agree agree undecided disagree strongly disagree

20. Television characters influence how we feel about non-TV people and what we expect from them.

strongly agree agree undecided disagree strongly disagree

21. There are approximately the same number of male as female roles in television programming.

strongly agree agree undecided disagree strongly disagree

22. In televised drama presentations, females are younger than males.

strongly agree agree undecided disagree strongly disagree

23. TV males are portrayed as married more often than TV females.

strongly agree agree undecided disagree strongly disagree

24. The purpose of commercial television is to sell products.

strongly agree agree undecided disagree strongly disagree

25. Approximately half a billion dollars a year is spent on children's advertising.

strongly agree agree undecided disagree strongly disagree

26. The dollar value of television advertising time is based on the presumed size of the audience which is watching.

strongly agree agree undecided disagree strongly disagree

27. Commercial television programs are free.

strongly agree agree undecided disagree strongly disagree

28. Young children lack the ability to see commercials for what they are.

strongly agree agree undecided disagree strongly disagree

29. Direct pressure by consumers on advertisers offers one potential for changing undesirable programming.

strongly agree agree undecided disagree strongly disagree

30. A high percentage of children's commercials are for foods that are high in sugar and low in nutrition.

strongly agree agree undecided disagree strongly disagree

31. In about half the conflicts shown on dramatic TV programs, violence is shown as a successful and acceptable way of dealing with conflict.

strongly agree agree undecided disagree strongly disagree

32. Television has become a major factor in children's socialization.

strongly agree agree undecided disagree strongly disagree

33. By the time a child reaches 16 years of age he/she has spent as much time watching television as in school.

strongly agree agree undecided disagree strongly disagree

34. A large share of television programs viewed by children is made up of programs designed for adult audiences.

strongly agree agree undecided disagree strongly disagree

35. The basic design of many children's cartoon programs is aggression and physical injury.

strongly agree agree undecided disagree strongly disagree

36. Usually television heroes are rewarded for aggressive behavior.

strongly agree agree undecided disagree strongly disagree

37. Children have little difficulty understanding the motives and consequences of a character's actions.

strongly agree agree undecided disagree strongly disagree

38. Relationships presented on television programs and commercials communicate attitudes about sexuality.

strongly agree agree undecided disagree strongly disagree

39. Television uses sexual images to sell products.

strongly agree agree undecided disagree strongly disagree

40. Television ignores, or treats lightly, broad ranges of the human sexual experience.

strongly agree agree undecided disagree strongly disagree

41. Many parents believe that their children receive a large amount of sexual information from television.

strongly agree agree undecided disagree strongly disagree

42. Kissing appears more often on crime adventure television programs than on situation comedies.

strongly agree agree undecided disagree strongly disagree

43. Television variety shows and situation comedies have the most physical intimate acts of all television programming.

strongly agree agree undecided disagree strongly disagree

44. Television tells the viewer that sex is an acceptable subject if it is cloaked in humor or ridicule.

strongly agree agree undecided disagree strongly disagree

45. Most Americans receive their news from television.

strongly agree agree undecided disagree strongly disagree

46. The profitability of most television news programs is a major concern of those producing television newscasts.

strongly agree agree undecided disagree strongly disagree

47. Visual values in television news are given priority over real news values.

strongly agree agree undecided disagree strongly disagree

48. There is ample time in an evening newscast to develop a story in proportion to its importance.

strongly agree agree undecided disagree strongly disagree

49. Network news staffs and technical facilities and thus news reporting are concentrated in a few metropolitan areas.

strongly agree agree undecided disagree strongly disagree

50. Each local station is responsible to the community in which they are located for the programs it presents over its station.

strongly agree agree undecided disagree strongly disagree

51. The networks have a legal responsibility to individual communities for the programs they present.

strongly agree agree undecided disagree strongly disagree

52. The monitoring of a television station's program is a necessary step prior to any action that is planned to try to change the station's programming.

strongly agree agree undecided disagree strongly disagree

53. Television stations are required by law to keep a public file on hand and open to the public.

strongly agree agree undecided disagree strongly disagree

54. Television broadcasters own the airwaves on which they transmit their signal.

strongly agree agree undecided disagree strongly disagree

55. Citizens can file a "Petition to Deny Renewal" of a station's license with the Federal Communications Commission.

strongly agree agree undecided disagree strongly disagree

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